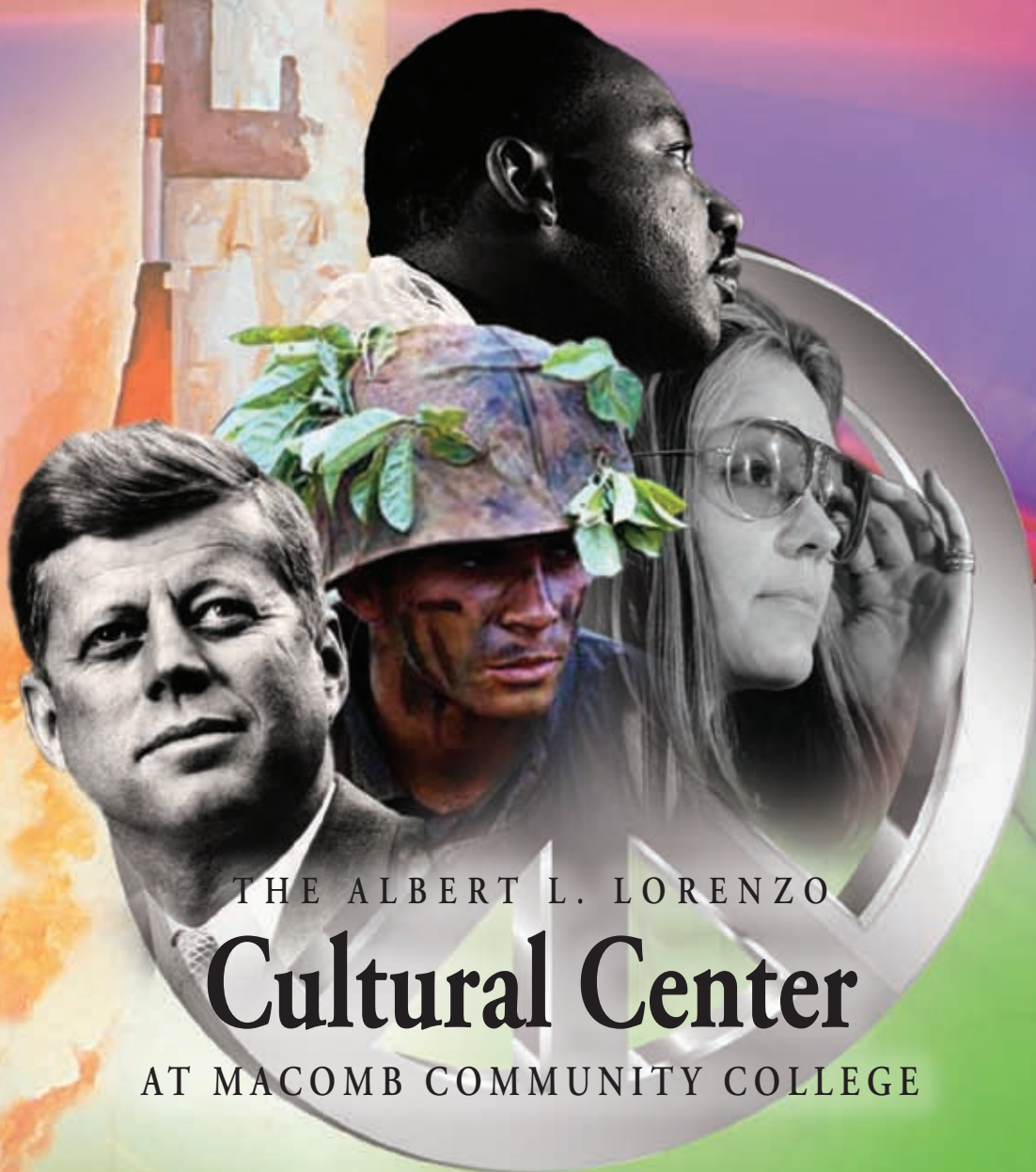


MACOMB COUNTY'S PLACE FOR DISCOVERY

# The Sixties: A Decade that Defined a Generation

## Teacher Resources

February 28–May 16, 2009



THE ALBERT L. LORENZO  
**Cultural Center**  
AT MACOMB COMMUNITY COLLEGE

# Exhibit Introduction

Throughout the exhibition *The Sixties: A Decade That Defined a Generation* at the Lorenzo Cultural Center students will discover both the universal and the unique about one of the most defining decades in our nation's history through a series of exhibits employing video, audio, photos and artifacts.

This packet of information is designed to assist teachers in making the most of their students' visit to the Lorenzo Cultural Center. Contained in this packet are:

1. An outline of the exhibit
2. Facts, information, quotes and activities related to the sixties
3. Lesson plans related to the sixties
4. A resource list with websites, addresses and information

*The Sixties: A Decade That Defined a Generation*

February 28–May 16, 2009

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# *The Sixties: A Decade That Defined a Generation*

February 28–May 16, 2009

## PART I: EXHIBIT OUTLINE

### Background Information on the Sixties

#### **Introduction**

*The Sixties: A Decade that Defined a Generation* was one of turmoil and change. The country was jolted by the assassinations of one president, two civil rights leaders, and one presidential hopeful. Nuclear war was barely averted. The country was less willing to tolerate social inequities. As the decade wore on, the war in Vietnam became increasingly contentious, with protests growing in frequency and size. At the beginning of the decade, one man orbited the earth, and at the end, two men walked on the moon.

Annette, Fabian and Elvis entered our theaters. Then, in a blink, things changed; British music filled the air waves and wild fashions became a statement. T-shirts became tie-dyed, hair grew, skirts shortened and hi-fi stereos got louder. Coffee houses and folk music flourished. College students fought for independence of thought; civil rights and feminism became major topics. Schools became integrated. Draft cards and bras were burned.

#### **The Early Years**

In the 1960s, as in most eras, everyone including Michigianians dreamed of a better life. In the early years of the 1960s family life was still dominated by the traditional roles for mother and father. Television shows reflected good, old-fashioned family values. Ed Sullivan treated us to Elvis, Frank Sinatra and Wayne Newton. But soon, suits and ties gave way to jeans. ‘Father knows best’ wasn’t always the case. Greased hair and leather changed to long hair and beads.

#### **The Political Scene**

The Cold War, the state of conflict, tension and competition that existed between the United States and the Soviet Union, began following WW II and through the 1960s. The closest these superpowers came to war was during the Cuban Missile Crisis in 1962, when the Soviet Union secretly placed offensive missiles with nuclear warheads in Cuba, and provoked an American naval quarantine that brought the two superpowers to the brink of war. However, the threat of nuclear annihilation restrained the United States and the Soviet Union from directly confronting each other in battle.

The Space Race grew out of the Cold War between the United States and the Soviet Union and was a crucial arena for this rivalry. Our nation marveled at advances in technology and JFK’s commitment to go to the moon in less than a decade. Early Apollo missions broke barriers and solved technical problems, which allowed the Apollo 11 flight to launch on July 16, 1969, manned by astronauts Neil Armstrong, Edwin Aldrin Jr., and Michael Collins. After the landing of the Lunar Module on July 20, 1969, Armstrong donned his space suit to become the first man to step on the moon’s surface and speak the now-historical phrase, “That’s one small step for man, and one giant leap for mankind.”

John Fitzgerald Kennedy defeated Richard Nixon in the 1960 U.S. presidential election, one of the closest in American history. At forty-three, he was the youngest elected to the office. Kennedy is also the only president to have won a Pulitzer Prize. Aside from the Cuban Missile Crisis and the Space Race, other major events during his brief administration included the Bay of Pigs Invasion, the Cuban Missile Crisis, building of the Berlin Wall, the Space Race, an acceleration in the Civil Rights Movement, early events of the Vietnam War and the creation of the Peace Corps. JFK first mentioned the Peace Corps on Oct. 14, 1960 during a 1:30 a.m. appearance at the University of Michigan Union. John F. Kennedy was assassinated on November 22, 1963, in Dallas, Texas.

Lyndon Baines Johnson, succeeded to the presidency following the assassination of President John F. Kennedy, completed his term and was elected President in his own right in a landslide victory in 1964. Johnson was responsible for designing the “Great Society” legislation that included civil rights laws, voting laws, Medicare, Medicaid, aid to education, and the “War on Poverty.” Simultaneously, he escalated the American involvement in the Vietnam War from 16,000 American soldiers in 1963 to 500,000 in early 1968. LBJ’s most memorable visit to Michigan was his commencement address to U of M grads on May 22, 1964 where he asked all in attendance to join the “Great Society.”

Richard Milhous Nixon served as vice president from 1953 until 1961. Despite announcing his retirement from politics after losing the California gubernatorial election in 1962, Nixon was elected president in 1968. The most immediate task facing President Nixon was the Vietnam War. He initially escalated the conflict, overseeing secret bombing campaigns, but began to withdraw American troops from Vietnam in June 1969 and introduced a lottery system that improved the military draft system in December of that year.

**The War**

United States military involvement in Vietnam began as early as the mid-1950s in an effort to halt the spread of communism in Southeast Asia. Vietnam was a country divided, with the South Vietnamese government aided by the United States and communists forces backing the government of North Vietnam.

The United States government believed that if North Vietnam were to gain full control of the country, then the rest of Southeast Asia and beyond would eventually fall to communist rule. By 1963 President Kennedy had tripled U.S. aid, and the number of military advisors present in Vietnam had risen from several hundred to sixteen thousand.

By 1965 the push to increase American military occupation in Vietnam forced the Selective Service to increase draft calls. As American casualties rose, so did the protest against the United States’ involvement. The North Vietnamese joined forces with the Viet Cong to launch the Tet Offensive in 1968, attacking approximately one hundred South Vietnamese cities and towns. U.S troops in Vietnam reached a peak of 540,000 in 1968 before President Nixon ordered the first of many U.S troop withdrawals in July 1969.

**National:**

Number of Americans who served in Vietnam . . . . .	2,700,000
Average age of U.S. combat personnel in Vietnam . . . . .	19
Number of U.S. servicemen killed in combat in Vietnam . . . . .	59,000
Number of women military personnel who served during Vietnam era . . . . .	193,000
Number of women killed in action in Vietnam . . . . .	8
Number classified as seriously wounded . . . . .	153,300
Number of servicemen who lost at least one limb. . . . .	10,000
Number of South Vietnamese military personnel killed during war . . . . .	220,357
Number of South Vietnamese military personnel wounded . . . . .	499,000
Estimated number of North Vietnamese military and Viet Cong KIA . . . . .	444,000
Estimated number of Vietnamese civilians killed in war . . . . .	587,000
Estimated number of Vietnamese civilians wounded in war . . . . .	935,000
One out of every ten who served in Vietnam were killed or wounded. 68% of casualties occurred during 1967–69.	

**Michigan:**

Number of Michiganians who served in Vietnam. . . . .	2,654
Number still listed as missing in action (MIA) . . . . .	53
Number of Congressional Medal of Honor recipients . . . . .	6

**The Rights of the People**

Some who grew up in the years following the end of WW II felt the prescribed ideal for American life was restricting and its rewards unsatisfying. Security and conformity seemed less important than self-expression. Material success and prestige did not seem as desirable as meaningful human relationships. Young people grew more and more aware of poverty and racial injustice in America and became socially active in questioning the accepted view of the United States as an ideal and fully free society.

Americans were moved by the Vietnam War, racial injustice, fear of nuclear annihilation, and the rampant materialism of capitalist society. Many were inspired by leaders such as John F. Kennedy and Martin Luther King Jr. Small groups staged sit-ins at schools, local lunch counters, and other public facilities. Masses gathered in the nation’s cities to protest what they saw as America’s shortcomings.

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Significant events in the 1960s Civil Rights Movement included the Lunch Counter Sit-In where four African American college freshmen from Greensboro, North Carolina strolled into the segregated F. W. Woolworth store and quietly sat down. They were not served but stayed until closing time in protest. The Freedom Riders of the early 1960s rode through the South seeking integration of the bus, rail, and airport terminals. The August 28, 1963, March on Washington saw more than 250,000 blacks and whites, side by side, calling on President Kennedy and the Congress to provide equality for African Americans.

Metro Detroit played a pivotal role in the Civil Rights Movement. On June 23, 1963, led by Dr. Martin Luther King, Jr., 125,000 people marched down Woodward for racial equality. On July 23, 1967, Detroit police raided a blind pig on 12th Street in Detroit and arrested patrons, but were met by a hostile crowd in the early morning hours. Soon a significant section of the near west side was engulfed in rioting. When it ended nearly a week later, 43 are dead, 467 injured, 7,231 arrested and 2,509 stores were looted or burned. The Detroit Riot was the most lethal of scores of such urban uprisings that began in Los Angeles in 1965. Focus: HOPE was founded on March 18, 1968 with the mission of building a metropolitan community where all people may live in freedom, harmony, trust and affection.

Dr. Martin Luther King, Jr. is universally recognized as one of the greatest civil rights leaders of all time. When he spoke, people listened. His courage and the power of his message galvanized the Civil Rights Movement and changed the course of race relations in the United States. King's nonviolent ideals were echoed in a speech given near the end of the March on Washington in 1963. At the foot of the Lincoln Memorial, he made his now-famous "I Have a Dream" speech. In 1964, King became the youngest person to receive the Nobel Peace Prize. On April 4, 1968, Martin Luther King, Jr. was assassinated in Memphis, Tennessee.

During the 1960s, increasing numbers of married women entered the labor force, but in 1963 the average working woman earned only 63 percent of what a man made. That year author Betty Friedan published *The Feminine Mystique*, an explosive critique of middle-class patterns that helped millions of women articulate a pervasive sense of discontent. Friedan encouraged readers to seek new roles and responsibilities, to seek their own personal and professional identities rather than have them defined by the outside, male-dominated society.

Reform legislation also prompted change. The 1964 Civil Rights Act included an amendment to outlaw discrimination on the basis of gender as well as race. Women themselves took measures to improve their lot. In 1966, 28 professional women, including Betty Friedan, established the National Organization for Women (NOW) "to take action to bring American women into full participation in the mainstream of American society now."

## **Peace and Love**

Many young people questioned America's materialism and cultural and political norms. Seeking a better world, some used music, politics, and alternative lifestyles to create what came to be known as the counterculture. Unconventional appearance, music, drugs, communitarian experiments, and sexual liberation were hallmarks of the sixties counterculture. To some Americans, these attributes reflected American ideals of free speech, equality, and pursuit of happiness. Other people saw the counterculture as self-indulgent, pointlessly rebellious, unpatriotic, and destructive of America's moral order.

During the summer of 1967 tens of thousands of young people flocked to the Haight-Ashbury district in San Francisco for the "Summer of Love." The counterculture lifestyle integrated many of the ideals of the time: peace, love, harmony, music, mysticism, and religions outside the Judeo-Christian tradition. Meditation, yoga, and psychedelic drugs were embraced as routes to expanding one's consciousness. Many members of the counterculture saw their own lives as ways to express political and social beliefs. Personal appearance, song lyrics, and the arts were some of the methods used to make both individual and communal statements.

## **The Groovy Life**

Youth dominated the culture of the 1960's, as 70 million children from the post-war baby boom became teenagers and young adults. These youth swayed the fashion, the fads and the politics of the decade. California surfers took to skateboards as a way to stay fit out of season, and by 1963, the fad had spread across the country. Barbie dolls, introduced by Mattel in 1959, became a huge success in the sixties, so much so that rival toy manufacturer Hasbro came up with G. I. Joe.

In 1960, Elvis returned to the music scene from the US Army, joining the other white male vocalists at the top of the charts; Neil Sedaka, Paul Anka, and Frankie Avalon. America, however, was ready for a change. The Motown Record Company came on the scene, with groups such as the Supremes and Smoky Robinson. Bob Dylan helped bring about a folk music revival,

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along with Joan Baez and Peter, Paul & Mary. The Beach Boys began recording music that appealed to high schoolers. The Beatles burst into popularity with innovative rock music that appealed to all ages.

In the mid-1960's, Acid Rock, highly amplified and improvisational, and the more mellow Psychedelic Rock gained prominence. Jefferson Airplane and the Grateful Dead grew out of this the counterculture in 1967. The Woodstock Music and Art Fair made history. Nearly half a million concert-goers flocked to Bethel, New York from August 15-18, 1969 to see thirty-two of the best-known musicians of the day. It was, depending on one's point of view, four days of generosity, peace, great music, liberation, and expanding consciousness, or four days of self-indulgence, noise, promiscuity, and illegal drug use.

The 1960's began with crew cuts on men and bouffant hairstyles on women and ended with hair that was long and big. Men's casual shirts were often plaid and buttoned down the front, while knee-length dresses were required wear for women in most public places. By mid-decade, miniskirts or hot pants were worn with go-go boots. Bright colors, polyester pants, suits with Nehru jackets, and turtlenecks were in vogue for men. By the end of the decade, ties, when worn, were up to 5" wide, patterned even when worn with stripes. Women wore peasant skirts or granny dresses and chunky shoes. Bell bottomed jeans, love beads, and tie-dyed t-shirts were popular. Clothing was as likely to be purchased at surplus stores as boutiques.

In the 1960s Broadway gave us Camelot, Hello Dolly, Oliver, and Hair. Movies included the Sound of Music, 101 Dalmations, Midnight Cowboy, The Graduate and six James Bond movies. Teens danced the Mashed Potato, the Swim, the Watusi, the Monkey and the Jerk while watching American Bandstand. Television began broadcasting in color and The Flintstones, the Jetsons, the Andy Griffith Show, Bewitched, Laugh-In and Star Trek were popular. In 1964, 73 million viewers watched the Beatles on The Ed Sullivan Show.

In the Detroit area, rock icons of the 1960s included the MC5, Iggy Pop, Alice Cooper, Ted Nugent, Mitch Ryder and Bob Seger. The Beatles appeared at Olympia Stadium on Sept. 6, 1964 and returned to Detroit in 1966. Detroit celebrated as the Tigers won the World Series in 1968 with Mickey Lolich, Al Kaline, Willie Horton, Mickey Stanley and Jim Northrup.

On Oct. 12, 1969, WKNR-FM deejay Russ Gibb was called by a listener wondering about Beatle Paul McCartney's death. Within hours, Uncle Russ—as the deejay was known in his hippie days – had received national acclaim for breaking the story of Paul's hushed-up demise. It made for great radio. Listeners suggested how to detect supposed clues including playing various songs backwards to reveal hidden messages.

### **Motown Turns 50**

In 1960 Berry Gordy, Jr. transformed a two-story house at 2648 W. Grand Blvd. into "Hitsville USA," Motown's first headquarters. In January 1961, the Primettes signed with Motown and became the Supremes; contracts were also inked with the Marvelettes and Marvin Gaye. Born in Saginaw, Stevie Wonder joined Motown in the mid-1960s, when he was a teenager known as Little Stevie. Other major Motown stars from Michigan included Aretha Franklin, Smokey Robinson, The Temptations, The Four Tops, The Contours and Martha & The Vandellas.

### **Macomb College in the 60s**

Images of the variety show and student congress can be seen in the 1961 edition of "The Cornerstone," South Macomb Community College's yearbook. By the mid-1960s, Macomb County Community College had nearly 10,000 students and was settling in to the newly built campus in Warren while construction continued on the campus in Clinton Township. The number of students was increasing and so was their participation in clubs such as the Equestrian Club, Ski Club and the "Pinsetters," Macomb's bowling club. A "Queen" and her court were chosen at the Ball, and the campuses hosted dances and lecture series. By the late 1960s, the number of students exceeded 15,000 and some were engaged in social protests, while Macomb cheerleaders rooted on the sports teams, and Greek life was active on campus.

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## PART II: SIXTIES FACTS & TIMELINE

### 1960

#### Political & Social

- Year of the Kennedy-Nixon Debates—the first televised presidential debate
- Kennedy announced his plan to establish a Peace Corps in a speech at the University of Michigan
- Sit-ins in Greensboro, North Carolina, launched a new emphasis in civil rights activism
- The economy was in a recession

#### Science & Technology

- Enovid 10, the first birth control pill, was prescribed
- The photocopier began to replace the mimeograph
- The first working laser was demonstrated

#### Popular Culture

- Popular television shows included *The Andy Griffith Show* and *The Flintstones*
- “The Twist” by Chubby Checker hit No. 1
- Elvis Presley returned from the Army
- *Bye Bye Birdie* was a hit on Broadway
- Berry Gordy Jr., founded Motown Records
- 1960 movies included Yul Brynner in *The Magnificent Seven*, Alfred Hitchcock’s *Psycho*, Elizabeth Taylor in *Butterfield 8*, Spencer Tracy as Clarence Darrow in *Inherit the Wind* and Kirk Douglas in *Spartacus*

### 1961

#### Political & Social

- John F. Kennedy became president
- The “Bay of Pigs” invasion of Cuba occurred
- Adolf Eichmann was found guilty for his role in the Holocaust and was later executed by hanging in Israel
- East German Communists built the Berlin Wall to divide East and West Berlin

#### Science & Technology

- Yuri Gagarin, a Soviet, became the first man in space
- The Seattle Space Needle opened
- Astronomers discovered quasars
- Electric toothbrushes hit the market

#### Popular Culture

- Television shows included Rob and Laura Petrie on *The Dick Van Dyke Show*, and *Mister Ed* starring a talking horse
- The radio was full of Patsy Cline, Gary “U.S.” Bonds, Ray Charles, The Temptations, The Beach Boys and Andy Williams singing “Moon River”
- *Camelot* reigned on Broadway with Julie Andrews and Robert Goulet
- 1961 movies included *West Side Story* as the movie of the year and Elvis Presley in *Blue Hawaii*; Clark Gable and Marilyn Monroe gave their last performances in *The Misfits*, and Paul Newman and Jackie Gleason starred in *The Hustler*



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## 1962

### Political & Social

- President Kennedy and Nikita Khrushchev found a way out of the Cuban Missile Crisis
- The first person was killed trying to cross the Berlin Wall

### Science & Technology

- John Glenn went into space
- Tab and Diet Rite colas debuted
- Light-emitting diodes (LEDs) were developed

### Popular Culture

- On television, Americans watched *The Beverly Hillbillies* and *The Jetsons*, Walter Cronkite brought us the *CBS Evening News*, and Johnny Carson took over *The Tonight Show*
- The Flying Wallendas' deadly fall occurred at the State Fair Coliseum
- "I Left My Heart in San Francisco" by Tony Bennett topped the charts
- Marilyn Monroe killed herself, and comic actor Ernie Kovacs was killed in a car crash
- 1962 movies included Gregory Peck in *To Kill a Mockingbird*, Peter O'Toole in *Lawrence of Arabia* and the first Bond movie, *Dr. No*; Bette Davis and Joan Crawford scared us in *What Ever Happened to Baby Jane?*

## 1963

### Political & Social

- President John F. Kennedy was assassinated by Lee Harvey Oswald in Dallas, Texas
- Betty Friedan published *The Feminine Mystique*
- Led by Martin Luther King Jr., 125,000 people marched down Woodward Avenue for racial equality
- Martin Luther King Jr. delivered his "I Have a Dream" speech
- Governor George Wallace of Alabama tried to block African American students from attending the University of Alabama

### Science & Technology

- The touch-tone phone and ZIP codes were introduced

### Popular Culture

- 1963 television included *The Fugitive*, *My Favorite Martian*, *Petticoat Junction* and *Let's Make a Deal*
- Peter, Paul and Mary were a big hit, and Little Stevie Wonder emerged from Motown
- Harvey Ball (not Forrest Gump) invented the smiley face
- 1963 movies included *The Great Escape*, *The Pink Panther* and *The Birds*

## 1964

### Political & Social

- President Johnson unveiled his goals for his "Great Society" initiatives in a speech at the University of Michigan
- Lyndon Johnson was elected to continue to serve as president
- The Gulf of Tonkin incident in North Vietnam prompted Congress to pass the Southeast Asia Resolution—this resolution served as Johnson's legal justification for escalating American involvement in Vietnam
- The Civil Rights Act was passed
- J.P. McCarthy joined WJR
- Nelson Mandela was sentenced to life in prison in South Africa
- Martin Luther King Jr. won the Nobel Peace Prize

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## Science & Technology

- Stereo eight-track players were put into cars
- The first business computer, the IBM System/360, was introduced
- An F4 tornado killed 11 people and injured more than 200 as it plowed northeast from Mt. Clemens to Algonac

## Popular Culture

- The Beatles became popular in the U.S. and appeared at Olympia Stadium on September 6
- The S&H catalog became the largest single publication in the U.S.; S&H printed three times as many “Green Stamps” as the U.S. Postal Service printed postage stamps
- Cassius Clay (a.k.a. Muhammad Ali) became heavyweight champion of the world
- 1964 television included *Gilligan’s Island*, *The Addams Family*, *The Munsters* and *Bewitched*; the “ticking” theme song of *Jeopardy!* was heard for the first time
- The radio was playing “I Want to Hold Your Hand” by The Beatles and hits by The Rolling Stones, The Dave Clark Five; Louis Armstrong had a hit with “Hello, Dolly!” The Supremes were on top at Motown, and Bob Dylan correctly informed us that “The Times They are A-Changing”
- 1964 movies included *Dr. Strangelove*, *Goldfinger*, Julie Andrews in *Mary Poppins*, Audrey Hepburn and Rex Harrison in *My Fair Lady* and Elvis Presley and Ann-Margret in *Viva Las Vegas*

## 1965

### Political & Social

- The U.S. began bombing North Vietnam and assumed a ground combat role in South Vietnam
- The first in a six-year-long series of mass anti-war demonstrations were held
- Harvey Ovshinsky founded the underground newspaper *The Fifth Estate* in the basement of his Second Avenue apartment in Detroit
- President Johnson signed the Medicare bill and the Voting Rights Act
- Racial disturbances flared in Watts, and the first of three civil rights marches from Selma to Montgomery, Alabama, became known as “Bloody Sunday”
- Malcolm X was assassinated

### Science & Technology

- Soft contact lenses were introduced

### Popular Culture

- The miniskirt became a fashion fad
- 1965 television included *I Spy*, *Get Smart*, *F Troop*, *Hogan’s Heroes*, *Green Acres*, *I Dream of Jeannie*, *Lost in Space* and *The Dean Martin Show*
- Mick Jagger and Keith Richards of The Rolling Stones looked for “Satisfaction,” Bob Dylan gave us “Like a Rolling Stone” at the Newport Jazz Festival, at the Fillmore in San Francisco The Warlocks played and changed their name to The Grateful Dead, Sonny and Cher came on the scene with “I Got You Babe,” “You Lost that Lovin’ Feelin’” by The Righteous Brothers became the most played song on the radio of all time
- 1965 movies included Julie Andrews in *The Sound of Music*, *Doctor Zhivago* and *Cat Ballou*, and *What’s New Pussycat?* introduced us to Woody Allen

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## 1966

### Political & Social

- Robert Cobb introduced Plum Street, an artists' community near Michigan Avenue between the Lodge and Fisher freeways
- Bobby Seale and Huey Newton formed the Black Panther Party
- The National Organization for Women (NOW) was founded
- We began hearing about “baby boomers”

### Science & Technology

- The Astrodome was built, and in it a field of Astroturf

### Popular Culture

- We played Twister and Rock 'Em Sock 'Em Robots
- 1966 television included *Star Trek*, *Batman*, *The Monkees*, *Mission: Impossible*, *That Girl* and *The Newlywed Game* with Bob Eubanks
- The radio was playing the Beach Boys' album *Pet Sounds* and their hit “Good Vibrations,” The Beatles gave us *Revolver* and *Rubber Soul*, The Mamas and the Papas hit the top of the charts, and Frank Sinatra had the song of the year with “Strangers in the Night”
- 1966 movies included *The Good, the Bad and the Ugly* starring Clint Eastwood, *Who's Afraid of Virginia Woolf?* and *The Russians Are Coming, the Russians Are Coming*

## 1967

### Political & Social

- The Pentagon was besieged by anti-war protesters
- The hippie group TransLove Energies, led by John Sinclair, held a “Love-In on Belle Isle” in April
- Detroit police raided a blind pig on 12th Street in July that resulted in a week of riots—43 people died
- Senator Eugene McCarthy ran for president as the “peace candidate”

### Science & Technology

- Dr. Christiaan Barnard performed the first human-to-human heart transplant
- Three U.S. astronauts were killed on the launchpad of *Apollo 1*
- The first pulsar star and the code to DNA were discovered

### Popular Culture

- The first Super Bowl was played
- 1967 television included *The Smothers Brothers Comedy Hour*, *The Flying Nun* with Sally Field, *The Carol Burnett Show* and *The Phil Donahue Show*; it was also the year that the Corporation for Public Broadcasting went on the air
- The music scene exploded with *Sgt. Pepper's Lonely Hearts Club Band* by The Beatles, John Lennon wrote “All You Need is Love,” we first heard of The Turtles, Pink Floyd, The Doors, Jethro Tull, Cream, The Jefferson Airplane and Grace Slick; Jimi Hendrix burned his guitar to “Purple Haze,” while The Who blew up the stage for “My Generation”; “Up, Up and Away” by The 5th Dimension was the song of the year; Motown gave us “Soul Man” with Sam and Dave, “Respect” with Aretha Franklin, and Gladys Knight and The Pips doing “I Heard It Through the Grapevine,” as Otis Redding sang “The Dock of the Bay”
- 1967 movies included *The Graduate*, *Bonnie and Clyde*, *Cool Hand Luke*, *Casino Royale* and *The Dirty Dozen*, and *In the Heat of the Night* with Rod Steiger was the best movie of the year
- Hair opened on Broadway

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## 1968

### Political & Social

- Martin Luther King Jr. was assassinated by James Earl Ray; Robert Kennedy was assassinated by Sirhan Sirhan
- Focus: HOPE was founded
- Communist forces launched the Tet offensive in South Vietnam
- President Johnson chose not to seek re-election
- Riots erupted at the Democratic National Convention in Chicago
- Rebellions and uprisings occurred around the world in such places as France, Brazil, Poland, Mexico and Germany

### Science & Technology

- NASA's *Apollo 8* spacecraft orbited the moon
- The Boeing 747 was built
- 911 was dialed in an emergency for the first time

### Popular Culture

- The Detroit Tigers won the World Series
- Evel Knievel crashed jumping over the fountain at Caesars Palace
- 1968 television included *Rowan & Martin's Laugh In*, *The Mod Squad*, *Hawaii Five-O*, *The Galloping Gourmet*, *60 Minutes* with Harry Reasoner, Mike Wallace and Morley Safer, and Fred Rogers as Mister Rogers debuted in *Mister Rogers' Neighborhood*
- The radio played Janis Joplin, Jimi Hendrix, The Beatles' *White Album*, Led Zeppelin, The Steve Miller Band, Jethro Tull and The Rolling Stones' "Jumpin' Jack Flash," and Johnny Cash cashed in on "Folsom Prison Blues"
- 1968 movies included *2001: A Space Odyssey*, *Funny Girl*, *The Love Bug*, *Rosemary's Baby*, *Planet of the Apes* and *The Valley of the Dolls*, and The Beatles all lived in a *Yellow Submarine*

## 1969

### Political & Social

- Richard Nixon became president
- Peace talks to end the Vietnam War began in Paris
- Charles Manson and his "family" were arrested
- Vietnam Moratorium Day—millions worldwide took part in the biggest peace demonstration of the era

### Science & Technology

- Neil Armstrong became the first man to walk on the moon
- ARPANET, the precursor to the Internet, was created
- The first artificial heart was implanted
- The Concorde took flight

### Popular Culture

- Nearly half a million people attended Woodstock
- Ground was broken for Walt Disney World
- Sesame Street first aired, along with *Monty Python's Flying Circus*, *Marcus Welby M.D.*, *Room 222*, *Hee Haw*, *The Courtship of Eddie's Father* and *Love American Style*; Tiny Tim sang "Tiptoe Through the Tulips" and married Miss Vicki on *The Tonight Show*
- Popular music and artists included Led Zeppelin, Creedence Clearwater Revival (CCR) and Arlo Guthrie; David Crosby, Stephen Stills, Graham Nash and Neil Young began CSN&Y, Tammy Wynette sang "Stand by Your Man," and The 5th Dimension sang "Aquarius" and "Let the Sunshine In"
- 1969 movies included *Midnight Cowboy*, *True Grit*, which won John Wayne an Oscar, *Take the Money and Run*, *Butch Cassidy and the Sundance Kid* and *Easy Rider*

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## PART III: FAMOUS SIXTIES QUOTES

These times they are a-changin’

—*Bob Dylan*

All we are saying is give peace a chance.

—*John Lennon*

I have a dream that one day this nation will rise up and live out the true meaning of its creed: We hold these truths to be self-evident; that all men are created equal.

—*Martin Luther King, Jr.*

Power to the people!

—*Unknown*

If you can remember the Sixties, you weren’t there.

—*Unknown*

You can’t separate peace from freedom because no one can be at peace unless he has his freedom.

—*Malcolm X*

Make love, not war.

—*Unknown*

And so, my fellow Americans: ask not what your country can do for you – ask what you can do for your country.

—*John F. Kennedy, Inaugural address, 1961*

The Cold War isn’t thawing; it is burning with a deadly heat.

—*Richard Nixon*

A girl should not expect special privileges because of her sex but neither should she adjust to prejudice and discrimination.

—*Betty Friedan*

The greatest leader of our time has been struck down by the foulest deed of our time...so let us here highly resolve that John Fitzgerald Kennedy did not live or die in vain.

—*Lyndon Johnson*

That’s one small step for a man; one giant leap for mankind.

—*Neil Armstrong*

Turn on, tune in, drop out.

—*Timothy Leary*

Freedom’s just another word for nothing left to lose.

—*From “Me and Bobby McGee”; written by Kris Kristofferson and performed by Janis Joplin*

You got to get it while you can.

—*Janis Joplin*

America: Love it or leave it.

—*Unknown*

– I’m not going to be the first American president to lose a war.

—*Richard Nixon, October 1969*

We have a long way to go in the space race. We started late. But this is the new ocean, and I believe the United States must sail on it and be in a position second to none.

—*President John F. Kennedy, 1962*

Just sit right back and you’ll hear a tale,

A tale of a fateful trip

That started from this tropic port

Aboard this tiny ship...

—*Gilligan’s Island theme song*

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## PART IV: SIXTIES LESSON PLANS

### Empathy and the Vietnam War

*Grade Level:* Middle School, High School

*Primary Subject:* Social Studies, History

Rock and Roll Hall of Fame

<http://www.rockhall.com/teacher/sti-lesson-21/>

#### Rationale

One of the most important aspects of the war in Vietnam was the draft. Every male upon reaching the age of eighteen was required to register with the selective service. Men found themselves willingly enlisting, trying for deferments as full time students or for other acceptable reasons, or leaving the country for Canada. Conscientious Objectors, including a young boxer named Muhammad Ali, became a part of the picture of the war. Some men were alleged to get “special treatment” from their local draft boards. America developed a lottery to decide who would be called upon first. The purpose of this lesson is to have students try to empathize with the decisions young men had to make when they reached the age of 18.

#### Objectives

The students will be able to:

1. Define empathy.
2. List reasons for various points of view regarding serving in the military.

#### Materials

CD's, tapes, records of selected popular music; printed interviews; tag board and markers for name tags

Time Frame

3-4 class periods

#### Audience

Suggested for high school students studying American History or literature. It could be adapted for a sociology, psychology, or human relations class.

#### Michigan Social Studies Curriculum Content Standards

- 8.1.2 FOREIGN POLICY DURING THE COLD WAR: Students will evaluate the origins, setbacks and successes of the American policy of “containing” the Soviet Union.
- 8.2.4 DOMESTIC CONFLICTS AND TENSIONS: Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions, the Vietnam War, environmental movement, women’s rights movement and the constitutional crisis generated by the Watergate scandal.

#### Procedure

##### Day 1

1. Assign students to interview men who were of draft age during the war. Find out how they dealt with the dilemma of the draft. On Day 3 students will be role playing a discussion using the information that they have learned from their interviews.
2. General class discussion of the term “empathy” (traditionally described as walking in another person’s shoes.)
3. Introduce general information about the Vietnam war. Give background on the basic philosophies about the war. Define conscientious objector, amnesty, draft dodging, special treatment. Read magazine articles from the time period which talk about the subject. Find accounts of Muhammad Ali’s experiences with the draft.

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4. Distribute lyrics and listen to songs which depict the various views. Begin with “Ballad of the Green Berets”. This is a pro fighting point of view. Next consider “The Great Mandella”. This is about a conscientious objector. “The Fortunate Son” talks about men receiving “special” consideration because of their wealth or political connections. Finally, listen to “Alice’s Restaurant Massacre”. It presents a humorous view of dodging the draft. Discuss what the artists are expressing with their works.

### Day 2

5. Divide students into small groups. Give each group a recording of a song with its lyrics. Have students present an analysis of their song to the class. They should play the song, present the lyrics, and explain the meaning of the song.

### Day 3

6. Students are going to participate in a role-play based upon the people that they interviewed (see assignment Day 1). Use markers and tag board to make name tags using fictitious names. Have students color code the name tags to represent the characters’ views of the war (draft dodger, conscientious objector, veteran). Divide the students into small groups. Try to mix up the groups so that all views are represented. Allow about 15 minutes for the role-play. At the conclusion of the exercise, hold a class discussion to evaluate the exercise.

### Day 4

7. Final wrap up and evaluation of the unit.

### Evaluation

Students should be evaluated based upon the interviews, presentations, and role plays. As a culminating activity students should write an essay describing what they learned about the different views of the draft. Finally, they should explain what they learned about empathy based on this unit. Another approach would be to have the students write a paper supporting or opposing the amnesty which allowed men who fled to Canada to return to the USA.

### Selected Recordings

“7 O’clock News/Silent Night” Performed by Simon & Garfunkel *Parsley, Sage, Rosemary & Thyme* Columbia CK-9363

“Alice’s Restaurant Massacre” Performed by Arlo Guthrie *Best of Arlo Guthrie* Warner Bros. 3117

“Ballad of the Green Berets” Performed by SSgt. Barry Sadler *Songs of Protest* Rhino R2-70734

“Born In the USA” Performed by Bruce Springsteen *Born In the USA* Columbia CK-38653

“I Feel Like I’m Fixin’ to Die Rag” Performed by Country Joe and the Fish *Songs of Protest* Rhino R2-70734

“Fortunate Son” Performed by Creedence Clearwater Revival *Chronicle Fantasy* FCD-CCR2-2

“Goodnight Saigon” Performed by Billy Joel *Nylon Curtain* Columbia CK-38200

“Great Mandella” Performed by Peter, Paul & Mary *1700* Warner Bros. 1700

“Jimmy Newman” Performed by Tom Paxton *Best of Tom Paxton* Flying Fish FF-70519

“Peacetrain” Performed by Cat Stevens *Greatest Hits* A&M 75021-4519

“Requiem For the Masses” Performed by The Association *Greatest Hits* Warner Bros. 1767

“Sky Pilot” Performed by Eric Burdon and the Animals *Songs of Protest* Rhino R2-70734

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“Still In Saigon” Performed by the Charlie Daniels Band *Decade of Hits* Epic EK-38795

“The Box” Performed by John Denver Poems, *Prayers and Promises* (RCA 5189)

“The War Is Over”, “Draft Dodger Rag”, “I Ain’t Marching Anymore” Performed by Phil Ochs *The War Is Over* A&M 75021-5215

“To Susan On the West Coast Waiting” Performed by Donovan *Barabajagal* Epic EK-26481

“Universal Soldier” Performed by Buffy St. Marie *Best of Vanguard Recording Society, Inc. 3/4-2*

“One Tin Soldier The Legend of Billy Jack” Performed by Coven *Super Hits of the 70’s Have a Nice Day Vol. 7* Rhino Records R2-70923

“Ocean of War” Performed by the Samples *The Samples W.A.R.* Records 60003

### **Empathy and the Vietnam War Assignment**

Empathy is defined as identification with understanding of another’s situation, feelings, and motives. A more common explanation is that empathy is walking in another person’s shoes.

Part I. Interview three people who were of draft age during the Vietnam war. Specifically, find out about their views on the war and how they spent the war years. Write one page for each of the interviews. Introduce us to the person and report the questions and their answers.

Part II. Today in class we are going to have an imaginary reunion of our high school’s graduating class of 1969.

1. You are to use the information from your interviews and listening experiences to create a fictitious member of the class.
2. In order to participate in this role-play you need to have a nametag. Nametags will be color coded to represent your view of the war based on those which we have discussed.
3. Throughout the role-play you should stay “in character”. You may refer to other classmates who are not present at the reunion if you wish to expand your character’s world. Perhaps talk about your character’s friends who are no longer alive, or have moved away. These are pretty typical topics of discussion at class reunions.
4. The class will be divided into small groups so that it is easier for each person to have time to share their views. Each group should have all of the points of view represented if possible.
5. Your reunion will last around fifteen minutes. That should give everyone a chance to tell his story.
6. Afterwards, we will have a chance to share our experiences with the class.



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## Cuban Missile Crisis: Teaching Activities

*Grade Level:* Middle School, High School

*Primary Subject:* Social Studies, History

U.S. Department of State

<http://future.state.gov/educators/lessons/cuba/43441.htm>

### Standards Correlations

**This lesson correlates to the National History Standards.**

**Era 9**—Postwar United States (1945 to early 1970s)

**Standard 2A**—Demonstrate understanding of the international origins and domestic consequences of the Cold War. Explain the origins of the Cold War and the advent of nuclear politics. [Hold interpretations of history as tentative]

**This lesson correlates to the National Standards for Civics and Government**

**Standard III, B.** How is the national government organized and what does it do?

**Standard IV, A.** How is the world organized politically?

**Standard IV, B.** How do the domestic politics and constitutional principles of the United States affect its relations with the world?

**Standard IV, C.** How has the United States influenced other nations, and how have other nations influenced American politics and society?

### Constitutional Connection

This lesson relates to providing for the common defense as stated in the Preamble and to Article II, Section 2, Paragraph 1, of the U.S. Constitution, in which the president is charged to serve as commander in chief of the nation's armed forces.

### Cross-curricular Connections

Share this exercise with your colleagues in history, government, American literature, and language arts.

### Michigan Social Studies Curriculum Content Standards

- 4.1.2 FORMATION AND IMPLEMENTATION OF U.S. FOREIGN POLICY: Describe the process by which U.S. foreign policy is made, including the powers the Constitution gives to the president; Congress and the judiciary; and the roles federal agencies, domestic interest groups, the public and the media play in foreign policy.
- 6.1 IDENTIFYING AND ANALYZING ISSUES: Students will state an issue clearly as a question of public policy, trace the origins of the issue, analyze various perspectives people bring to the issue, and evaluate possible ways to resolve the issue.
- 8.1.2 FOREIGN POLICY DURING THE COLD WAR: Students will evaluate the origins, setbacks and successes of the American policy of “containing” the Soviet Union.

### Teaching Activities

#### Introductory Exercises

1. Ask students to use their textbooks and other classroom resources to identify the important events of John F. Kennedy's presidency and when they occurred. Compile this information into a timeline on the board.
2. Ask students to read the introductory essay and to use the list of suggested resources, their textbooks, or other classroom materials to construct a timeline of the major events of the Cuban Missile Crisis. Compile the timeline on the board.

#### Evaluate the Historical Record

1. Ask students to write a paper in which they assume the identity of an Executive Committee member and advise President Kennedy on which course of action to take in response to the discovery of Soviet nuclear missiles in

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Cuba. This “policy paper” should be based upon students’ reading of, or listening to, the selected transcripts of ExComm meetings and should take the form of an official memorandum to the president.

2. Compare the story of the Cuban Missile Crisis as told by actual historical documents with the version relayed by the Hollywood movie “Thirteen Days.” Ask students to complete a “Motion Picture Analysis Worksheet” from the National Archives (available below), evaluating the film, how it communicates, and its major themes. What are the movie’s major thematic and economic objectives? Which is more reliable--historical documents, historians’ accounts, or the movie--and why? Does the movie contain any inaccuracies? How do movies and written texts communicate and present evidence differently? Which communicates more effectively and why?

“Motion Picture Analysis Worksheet” from the National Archives and Records Administration: [http://www.archives.gov/digital\\_classroom/lessons/analysis\\_worksheets/movie.html](http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/movie.html)

### **Reenact the Past**

1. Divide class into small groups--three or four students. Ask each group to take the perspective of a certain member of the ExComm--President Kennedy, Attorney General Robert F. Kennedy, Secretary of Defense Robert McNamara, Secretary of State Dean Rusk, Director of Central Intelligence John McCone, national security adviser McGeorge Bundy, Under Secretary of State George Ball, etc. Each group should research the biography of its assigned historical actor and the views expressed by that actor during the meetings. Assign one student from each group to record the group’s findings.
2. Then organize a class debate, in the format of an ExComm meeting, to discuss how the United States should respond to the discovery of Soviet nuclear missiles in Cuba in October 1962. Assign one student from each group to express that group’s findings. What option did the assigned committee member favor? What were the benefits and drawbacks of that option? What was the committee member’s role during the meetings? Which ExComm member was most convincing and why?

### **Document Analysis**

Divide the class into small groups--three or four students--and assign each group a document to analyze. Ask each group to complete an analysis worksheet (available below) appropriate to each kind of document--photograph, sound recording, or written text--included in the learning package. Direct students to pay particular attention to the following questions: What type of document is it? What is the date of the document, and why is that information important? Who created the document, and why is such information important? Do the documents indicate that the historical actors behaved rationally or emotionally? Which documents were classified and why? What information does each document convey? What was its intended audience? Once the groups’ analyses are complete, hold a class discussion comparing their findings. Which document is more reliable and why? What distinguishes photographs, sound recordings, and written texts?

### **Document analysis worksheets from the National Archives and Records Administration:**

[http://www.archives.gov/digital\\_classroom/lessons/analysis\\_worksheets/document.html](http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/document.html)

[http://www.archives.gov/digital\\_classroom/lessons/analysis\\_worksheets/photo.html](http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/photo.html)

[http://www.archives.gov/digital\\_classroom/lessons/analysis\\_worksheets/sound.html](http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/sound.html)

### **Creative Writing**

Ask students to imagine themselves as Americans living in October 1962. Who would they be, and why? Given their knowledge of American history, would they be concerned by the events that took place in Cuba that month? What would those concerns have been? Do the issues involved in the Cuban Missile Crisis have any bearing upon students’ own present-day experiences?

### **Oral History**

Assign students to interview family, staff, or community members who have memories of the Cuban Missile Crisis. Students should compose a list of questions and record the interviewee’s responses: Where did they live? What was their occupation? How did they react to President Kennedy’s speech of October 22, 1962? When the interviews are complete, divide students into small groups and ask them to compare their findings. Designate one member of each group to share the conclusions reached by the group. As they do so, make a list of key findings on the board, thereby compiling a popular, bottom-up history of the crisis.

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## Were My Dreams Realized?

*Grade Level:* Elementary, Middle School

*Primary Subject:* Social Studies, History

Michigan Historical Center, Department of Histories, Art & Libraries

[http://www.michigan.gov/hal/0,1607,7-160-17451\\_18670\\_18793-53757--,00.html](http://www.michigan.gov/hal/0,1607,7-160-17451_18670_18793-53757--,00.html)

### Background Notes

President John F. Kennedy, the Reverend Dr. Martin Luther King Jr. and Malcolm X were among the political leaders of the 1960s who were assassinated. These leaders were known for their outstanding abilities to articulate their dreams and beliefs in their speeches. They were also famous for their perseverance and commitment to the issues for which they fought.

In this activity each student imagines he or she is one of these former leaders who has come back to visit. Ask students to think about what these leaders represented and to write a speech as if they were one of these leaders who has returned for a visit today. Students should talk about what has changed and what has remained the same since the 1960s. Which of their dreams were realized? Which were not? How did people carry out their wishes?

By learning about the leaders of the 1960s, reading and discussing the speeches they gave, thinking and talking about the times they lived in, comparing the 1960s to the present and preparing a speech from the perspective of one of the leaders, students will gain insight into the past, think about their present lives and increase their understanding of change.

### Objectives

- Students will be able to describe the lives and beliefs of these 1960s national figures.
- Students will write and deliver a speech.
- Students will analyze the past and its bearing on the future.
- Students will think about change over time.

### Michigan Social Studies Curriculum Content Standards

- 6.1 IDENTIFYING AND ANALYZING ISSUES: Students will state an issue clearly as a question of public policy, trace the origins of the issue, analyze various perspectives people bring to the issue, and evaluate possible ways to resolve the issue.
- 6.3 PERSUASIVE WRITING: Students will compose coherent written essays that express a position on a public issue and justify the position with reasoned arguments.
- 2.2.4 Foundational Values and Constitutional Principles of American Government: Students will analyze and explain ideas about fundamental values liberty, justice and equality found in a range of documents.

### Materials Needed

Pencils, paper, note cards

Text and video of these speeches:

- John F. Kennedy, Inaugural Address  
<http://www.americanrhetoric.com/speeches/jfkinaugural.htm>
- I Have a Dream, Dr. Martin Luther King Jr.  
<http://www.americanrhetoric.com/speeches/mlkihavedream.htm>

### Directions

**Part I:** Learn about a leader and analyze a speech

1. Have students find out who President John F. Kennedy, Dr. Martin Luther King Jr. and Malcolm X were, what they stood for, what they believed in and what happened to them. Sources include the 1960s Links and References listed below.
2. Then, locate these leaders' speeches either on the Web (see list under **Materials Needed**) or check with your school media center for audio or visual presentations of these speeches.
3. Have students read or listen to these speeches.

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4. Help them study and analyze these speeches to determine the main ideas. Discuss the speeches based on what the students have learned from reading and studying them.

## Part II: Prepare a speech

1. Have each student prepare a 3-5 minute speech from the point of view of one leader. (Refer to the Virtual Presentation Assistant or Toastmasters International for guidelines on speech writing.)
2. Ask students to consider these questions when preparing their speeches as if they were the leaders today:
  - What did the historic figure believe in?
  - What were the 1960s like?
  - What things did the leader want to change?
  - Have these things changed?
  - Are there things happening now that these leaders would want to change?
3. Talk about how these leaders used words to excite people. Look for:
  - repeated words
  - words that paint pictures
  - reference to specific people instead of general groups
  - adjectives that convey emotion
4. Let each student deliver his or her speech. The speeches should express and justify a position, not tell about the student's history research.

## Questions for Discussion or Research

1. What were the most important issues in the 1960s?
2. Are there similar issues today?
3. How have things changed since the 1960s?
4. What changes would you favor today?

## Vocabulary

- **Civil Rights:** The rights guaranteed to the individual by the 13th, 14th, 15th and 19th Amendments to the Constitution of the United States and by other acts of Congress; especially, the right to vote, exemption from involuntary servitude, and equal treatment of all people regarding enjoyment of life, liberty and property and to the protection of law.
- **Inaugural Address:** The speech a president of the United States gives when taking the oath of office in the year after the election at the beginning of a new term.
- **Speech:** Communicating thoughts and words through spoken words.

## References

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  - *Representative American Speeches* (The Reference Shelf Series, various editors). NY: H. W. Wilson Co. (Published annually since 1937, each volume contains texts of selected speeches from the year.)
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  - Turner, Glennette Tilley *Take a Walk in Their Shoes. Biographies of Fourteen Outstanding African-American With Skits About Each to Act Out*. New York: Puffin Books, 1992.
  - The Vincent Voice Library at Michigan State University
  - Westridge Young Writers Workshop. *Kids Explore African-American Heritage*. Santa Fe, New Mexico: John Muir Publications, 1993.
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## Keep on Pushing: Popular Music and the Civil Rights Movement

*Grade Level:* Middle School, High School

*Primary Subject:* Social Studies, History

Rock and Roll Hall of Fame

<http://www.rockhall.com/teacher/sti-lesson-1/>

### Rationale

Viewed as an original historical source, popular music reflects the diverse attitudes of the American public at different times in history. Music presents insights and multiple points of view as well as an emotional impact which other historical documents, particularly written, often lack. Through music, history comes alive and students can connect directly with people and events which may otherwise seem remote to them. As such, rock and roll can be a particularly powerful tool to introduce recent historical events and issues.

Throughout its fifty-year history rock artists have used their music as a forum to address various social and political conditions surrounding them. This packet focuses particularly on “protest” or “message” songs associated with the civil rights movement of the 1960s, a cause which inspired large numbers of Americans--and performers in particular--to civil disobedience and significantly influenced subsequent events and attitudes in this country.

### Objectives

Students will be able to:

1. understand the emotional impact of popular music associated with the civil rights movement;
2. identify connections between particular songs and historical events, attitudes and/or figures;
3. recognize multiple points of view toward the issue of race relations in America both historically and in contemporary society;
4. evaluate selected songs as effective tools for social protest and as historical documents
5. describe the role music played in the civil rights movement of the 1960s;

### Materials

CDs, tapes, records of selected civil rights music; lyrics to selected songs; primary source material (i.e. newspaper/magazine articles, photographs, etc.)

### Timeframe

7 to 10 class periods incorporating material into existing curricula. The lesson could be taught as a complete unit in 2 to 3 class periods.

### Michigan Social Studies Curriculum Content Standards

This lesson presents an opportunity to address, in part, these MEAP standards:

- 6.1 IDENTIFYING AND ANALYZING ISSUES: Students will state an issue clearly as a question of public policy, trace the origins of the issue, analyze various perspectives people bring to the issue, and evaluate possible ways to resolve the issue.
- 8.3.1 CIVIL RIGHTS MOVEMENT: Students will analyze the key events, ideals, documents and organizations in the struggle for civil rights by African Americans.
- ARTS EDUCATION, CONTENT STANDARD 4: All students will understand, analyze and describe the arts in their historical, social and cultural contexts.

### Procedures

Actual procedures will vary depending on how material is incorporated into existing curricula and from teacher to teacher.

1. Play Bob Dylan’s “Blowin’ in the Wind” (also recorded by Peter, Paul and Mary and Stevie Wonder) as an introduction to the period and to the idea of a “protest” song. Lead class discussion. What are the main themes and attitudes expressed? Why would this song become an anthem of civil rights movement?

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2. Incorporate songs related to discussion topics/material covered in class and textbook. Some songs should refer to specific events, people or period in history (e.g. “Abraham, Martin and John” written in response to assassination of Dr. Martin Luther King) while others should express more universal issues (“If I Had a Hammer”).
  3. Divide class into small groups of 3 to 5 students. Assign one song to each group and distribute the lyrics. Instruct each group to listen carefully to the song and relate it to material covered in class, keeping in mind the following questions:
    - What emotions are expressed by the song (lyrics and/or music)?
    - To whom is the song addressed?
    - What issues, problems, or events are presented in the song? Does the song seem to be written in response to a specific event?
    - What points of view or attitudes are revealed?
    - What were the circumstances at the time the song was released?
    - Does this song suggest any solutions to the issues/problems addressed?
    - How effective is this song as a social protest?
    - What, if any, relevance does this song have to American society today
    - Have groups report back to class on answers to these questions. Have class compare and contrast the multiple points of view found in the songs.

### **Evaluation**

As a culminating activity, have students write an essay integrating popular music of the period with other primary source material.

### **For Example**

Compare and contrast “We Shall Overcome” by Joan Baez with “Say It Loud (I’m Black and I’m Proud)” by James Brown, reflecting on the differences in tone and attitude. How do these songs reflect the changing focus of the civil rights movement throughout the 1960s as expressed in the following quotes:

“I’m not fearing any man. Mine eyes have seen the glory of the coming of the Lord.” -Martin Luther King, Jr.

“This thing with me will be resolved by death and violence.” -Malcolm X

Use other historical documents (teacher provided) as well as your knowledge of the history of the 1960s to support your answer.

### **Extensions**

Compare attitudes found in 1960s protest songs to attitudes toward race relations as found in contemporary popular music. Ask students to consider the lasting impact of the civil rights movement. Suggested songs include: “Fight the Power” by Public Enemy, “Black Is Black” by Jungle Brothers, “Black to the Future” by Def Jef, “Black or White” by Michael Jackson and “Ebony and Ivory” by Paul McCartney and Stevie Wonder. Students may also have suggestions.

Research racial prejudice in the music industry. Students may want to consider such aspects as the “race” records in the early part of this century, the fact that the “Golden Age of Soul” was dependent on a music industry dominated by whites, and the rise of rap on independent labels in the 1980s and 1990s.

Explore the history of Berry Gordy, Jr. and Motown Records. Have students consider whether this story represents the fulfillment of the American dream for black Americans or the transformation of African-American culture and music into a form palatable to white mainstream America?

In English class, explore the use of rhetorical devices in the lyrics. For example, compare and contrast the diction in “We Shall Overcome” and “Say It Loud (I’m Black and I’m Proud).”

### **Ask students to respond to the question**

Can a song written in response to a specific event transcend time and place and have a lasting appeal? In your opinion, which of the songs listened to in class have such an appeal? Is there a contemporary song dealing with the issue of race relations that in your opinion will stand the test of time? Why?

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## Background

Of the myriad of music styles popular in the early 1960s, folk music was the first to become socially relevant. The most important figure of the 1960s folk boom was Bob Dylan whose deeply resonant topical songs (“Masters of War,” “Blowin’ in the Wind,” “The Times They Are A-Changin’”) helped put in motion the trend of performers becoming intimately involved with social causes. Always supportive of populist causes, 1960s folk music first embraced the civil rights movement. Although music had not been a direct organizing force in the Montgomery, Alabama bus boycotts of 1955 and 1956, by the 1960 lunch-counter sit-ins, “freedom songs” had become central to the movement. Northern singers such as Dylan, Phil Ochs, Pete Seeger, Joan Baez, and Peter, Paul and Mary traveled south to sing at rallies and churches. Baez’s “We Shall Overcome,” based on an 18th century hymn, was recorded live at Miles College in Birmingham, Alabama in 1963. Supplemented by hundreds of amateur singers as well as black and white college students working as civil rights volunteers, these performers helped make 1964 and 1965 “freedom summers.” Dylan, Baez, Peter, Paul and Mary, Odetta and Harry Belafonte performed during the Reverend Martin Luther King, Jr.’s march on Washington in 1963 where he gave his famous “I have a dream” speech. Also in 1963, Peter, Paul and Mary’s version of Dylan’s “Blowin’ in the Wind” broke onto traditional southern R&B stations and became the unofficial anthem of the civil rights movement. Through folk music, performers spoke out against injustice and discrimination, spreading their socially-conscious stance to a generation of young Americans and musicians who began to incorporate meaningful lyrics into their songs.

Another type of music heavily associated with the civil rights movement is soul, a genre which combines the passion and vocal techniques of gospel music with the secular subject matter and instrumentation of rhythm & blues. As performed by such artists as James Brown and Aretha Franklin, soul dominated both the pop and r&b charts in the 1960s with both blacks and whites buying the same records. This soul explosion coincided with the spirit of integration in America which inspired the struggle for civil rights. By the mid-1960s such songs as Curtis Mayfield and the Impressions’ “Keep on Pushing” expressed the hopes of African-Americans for a better life. Unfortunately, although soul music triumphed on the pop charts, black artists and business leaders (with the notable exception of Berry Gordy, Jr. at Detroit’s Motown Records) were still largely dependent on white music industry professionals. In April 1968 the golden age of soul came to an end with the murder of Martin Luther King, Jr.--an event which caused unmistakable hostility in black neighborhoods all over the United States. James Brown’s 1968 “Say It Loud (I’m Black and I’m Proud)” reflected a new political thrust among the black community. Instead of focusing exclusively on integration into white mainstream America, the more separatist ideas of black power and black pride were beginning to take hold with a younger generation of African-Americans.

Issues of race continue to be major concerns in American society today and popular music has dealt with these issues throughout the 1970s, 1980s and 1990s. In the 1970s artists like Stevie Wonder (“Living For the City”) and Marvin Gaye (“Inner City Blues (Make Me Wanna Holler)”) explored in their music the plight of African-Americans in urban areas. In the 1980s and 1990s songs about relations between black and white Americans continued to hit the pop charts (Stevie Wonder and Paul McCartney “Ebony and Ivory”; Michael Jackson “Black or White”). It is rap music, however, which confronts the widening rift between black and white Americans most directly. Perhaps the most socially-conscious music of the 1980s and 1990s, rap (a phrase coined in 1976) began in New York dance clubs with DJs interspersing instrumental breaks from popular records with other songs. Using turntables, sound mixers and such techniques as “scratching” and “sampling,” rap developed into an independent form of music that reflected the African-American experience in poor, city neighborhoods. One of the most important early rap songs is “The Message” by Grandmaster Flash and the Furious Five which depicts the vicious cycle of ghetto life. The emergence of rap coincided with the ambiguous social legacy of the 1960s civil rights movement and the resurgence of black nationalism in America. Among the mainstream media and general public, rap sometimes has the negative reputation of violent and/or sexually explicitly lyrics. While this is often true, rap’s proponents assert that strong language is necessary to accurately capture a sense of a violent, chaotic society. Groups like Public Enemy (“Fight the Power”) express the rage and alienation many poor, urban African-Americans feel. Furthermore, rap’s critics also often ignore rap’s more positive aspects including its encouraging renewed black cultural pride and its outspoken confrontation of tough social issues. Such songs as “White Lines (Don’t Do It)” by Grandmaster Flash and Melle Mel and Digital Underground’s “The Danger Zone” have explicitly anti-drug lyrics while performers like Salt ‘n Pepa (“Ain’t Nothing But a She Thing”) and Queen Latifah (“Ladies First”) demonstrate a strong female presence in rap. The diversity of rap music expresses a range of African-American experience and continues to grow as a music form into the 1990s.



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## Selected Recordings

There are many songs which could be used in this unit.

- “Abraham, Martin and John” Dion (Laurie, 1968)
- “If I Had a Hammer (The Hammer Song)” Peter, Paul and Mary (Warner, 1962)
- “The Lonesome Death of Hattie Carroll” Bob Dylan (Columbia, 1964)
- “Keep On Pushing” Curtis Mayfield and The Impressions (ABC-Paramount, 1964)
- “People Got to Be Free” The Rascals (Atlantic, 1968)
- “Respect Yourself” The Staple Singers (Stax, 1971)
- “Say It Loud—I’m Black and I’m Proud (Part 1)” James Brown (King, 1968)
- “Stand” Sly and the Family Stone (Epic, 1969)
- “Think” Aretha Franklin (Atlantic, 1968)
- “We Shall Overcome” Joan Baez (Vanguard, 1963)

## CD Anthologies

- Movin’ On Up (The Right Stuff, a division of Capitol Records, Inc., 1994)
- Sing for Freedom: The Story of the Civil Rights Movements Through Its Songs (Smithsonian/ Folkways Records, distributed by Rounder Records, 1990)
- We Shall Overcome: Songs of the Freedom Riders and the Sit-Ins (Folkways Records, 1961)

## Further Reading

- Carawan, Guy. *We Shall Overcome: Songs of the Southern Freedom Movement*. New York: Oak Publications, 1963.
- Cooper, B. Lee. “Popular Records as Oral Evidence: Creating an Audio Time Line to Examine American History, 1955–1987,” *Social Education*. January 1989, pp. 34–40.
- Cooper, B. Lee. “Social Concerns, Political Protest, and Popular Music,” *The Social Studies*. March/April 1988, pp. 53–60.

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## Study Michigan's Fair Housing Act of 1968

*Grade Level:* Middle School, High School

*Primary Subject:* Social Studies, History

Michigan Historical Center, Department of Histories, Art & Libraries

[www.michigan.gov/hal/0,1607,7-160-17451\\_18670\\_18793-53806--,00.html](http://www.michigan.gov/hal/0,1607,7-160-17451_18670_18793-53806--,00.html)

### Background Notes

The Detroit riot of 1967 shocked Michigan. In response, the state legislature adopted new civil rights laws which dealt with civil liberties, housing and the right to vote. Michigan passed its Fair Housing Act of 1968 which made it illegal to refuse to rent or sell a home to an individual because of that person's race.

At the national level, the Civil Rights Bill of 1968, including Title VIII (Fair Housing Act), nondiscriminatory housing measures, was signed into law (amended, 1988). To further prevent incidents of redlining, Congress passed the Federal Home Mortgage Disclosure Act in 1975.

Sometimes laws are written and then repealed to be incorporated under larger, more comprehensive laws. Such was the case with Michigan's Fair Housing Act of 1968. It became part of the Elliott Larson Law of 1976. The new law dealt not only with housing, but also with voting and civil rights. Michigan followed the lead of the federal government by dealing with issues such as "redlining" (see vocabulary below) and other discriminatory practices denying people access to housing.

In this activity, students study Michigan's Fair Housing Act of 1968. (Younger students may study a small section of the act.) By reading, studying and discussing the law, students will gain insight into law and society.

### Objectives

- Students will analyze part or all of a Michigan law.
- Students will compare and contrast what purchasing a home was like for minorities before and after Michigan's Fair Housing Act was passed.
- Students will explain how the law protects individual rights and serves the common good.

### Michigan Social Studies Curriculum Content Standards

This lesson presents an opportunity to address, in part, these standards:

- 3.1 PURPOSES OF GOVERNMENT: Students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize governments to accomplish their purposes, and assess their effectiveness.
- 3.2 IDEALS OF AMERICAN DEMOCRACY: Students will explain the meaning and origin of the ideas, including core democratic values, expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States.
- 3.3 DEMOCRACY IN ACTION: Students will describe the political and legal processes created to make decisions, seek consensus, and resolve conflicts in a free society.

### Materials Needed

Copies of Michigan's Fair Housing Act of 1968 (included at the end of this lesson plan).

### Directions

1. With older students, study Michigan's Fair Housing Law and the bill analysis. With younger students, study a small section of the law such as Chapter 2, Unfair Housing Practices.
2. Discuss the Fair Housing Act or selected chapter(s) with your students. Here are some suggested discussion questions:

#### Chapter 1

1. Why did P.A. 122 of 1968 receive the short title, "Fair Housing Act of 1968?"
2. Write the terms from Chapter 1 and those given in the vocabulary list on the chalkboard. Discuss the terms and their definitions.

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3. If one or more parts of this law were found invalid, how would the finding affect the other parts of the law?

### **Chapter 2**

1. What may owners and real estate brokers or salespersons not do under this law?
2. What may banks, savings and loans, or mortgage companies not do under this law?
3. What is “blockbusting?” Why do you think the authors of the law wanted to stop it?

### **Chapter 3**

1. Do you agree with the four incidents excluded from this law? Why or why not?

### **Chapter 4**

1. What information must be provided when someone files a complaint with the Civil Rights Commission under this law?
2. To which level of courts did the Civil Rights Commission take the complaints?
3. Upon whom did the burden of proof fall?
4. What was the maximum amount of damages the complainant could receive if the case was settled in his/her favor?
5. What was the maximum fine the court could assess the respondent if the case was decided in the complainant’s favor?
6. If the complainant lost the case, who paid the court costs and respondent’s attorney fees?

### **Chapter 5**

1. Real estate brokers must be licensed in the state of Michigan. How might being found guilty of an unfair housing practice under this law affect a broker’s license?

### **Chapter 6**

1. Could a city or village write its own laws regarding unfair housing practices?
2. Could a person file a complaint with both a local commission and with the state Civil Rights Commission? Under what conditions?

### **Chapter 7**

1. Why might a person file a civil action in the case of an unfair housing practice rather than go to a local or state commission?
3. Optional: Ask a speaker from your community who is familiar with civil rights issues to speak to your students.
4. Optional: Have students interview their parents or other older people in the community who lived during the 1960s about civil rights.

## **Questions for Discussion or Research**

1. What must it be like not to be able to rent or buy a home because of your race? Why do you think it was unfair?
2. What would you do if you had to face this situation?
3. What kind of a neighborhood do you live in? What kind of neighborhoods do your friends live in? Ask your parents what kind of neighborhoods they grew up in? How are they similar or different from yours?
4. Did the practice of discrimination get named “redlining?”

## **Vocabulary**

- **Act:** A decision of a legislature.
- **Bill:** A draft of a law proposed to a lawmaking body.
- **Blockbusting:** The practice of inducing homeowners in a particular neighborhood to sell their homes quickly, often at a loss, by creating the fear that actual or prospective purchases by members of a minority group will bring a loss of value.
- **Civil Liberties:** Liberties guaranteed to all individuals by law, custom, judicial interpretation; rights, as of speaking or acting as one likes, without governmental interference or restraint except as determined necessary for the public welfare.

- **CIVIL vs. CRIMINAL:**
  - **Civil:** Of a citizen or citizens; relating to the private rights of individuals and to legal actions involving these: distinguished from criminal.
  - **Criminal:** Having the nature of a crime; dealing with law cases related to crime.
- **Civil Rights:** Those rights guaranteed to the individual by the 13th, 14th, 15th and 19th Amendments to the Constitution of the United States and by other acts of Congress; especially, the right to vote, exemption from involuntary servitude, and equal treatment of all people with respect to the enjoyment of life, liberty and property and to the protection of law.
- **Complainant:** A person who files a charge or makes the complaint in court; plaintiff.
- **Discrimination:** The act of discriminating or distinguishing differences; a showing of partiality or prejudice in treatment specifically action or policies directed against the welfare of minority groups.
- **Exclusion:** an excluding, a refusal to admit or include.
- **Lis Pendens:** A pending suit; involves the legal doctrine that a court acquires jurisdiction over property involved in a suit.
- **Redlining:** Those lending practices that constitute arbitrary denials of financing based upon geographic location, racial or ethnic considerations, or any consideration which is not justified on the basis of legitimate, demonstrable, economic criteria. (Michigan Governor’s Task Force on Redlining, Dec. 1976) (Some redlining practices included requiring higher down payments than usual, charging higher interest rates than on most mortgages, and refusing to grant a mortgage below certain amounts thus making it impossible to borrow to purchase a home in a neighborhood with lower priced properties.)
- **Respondent:** The party, who responds to a petition as in equity or appellate proceedings; the defendant in such proceedings.

## References

- Fair Housing Act of 1968 (42 U.S.C.)
- How a Bill Becomes a Law in Michigan and other publications (Michigan Legislature)
- How Our Laws are Made (THOMAS Legislative Information, Library of Congress)
- I’m Just a Bill (from *Schoolhouse Rock*)

## FAIR HOUSING ACT OF 1968

***Public Act No. 112. From the Public and Local Acts of the Legislature of the State of Michigan passed at the regular session of 1968.***

AN ACT to prevent discrimination in real property transactions on the basis of race, color, religion or national origin; to prescribe the functions of the civil rights commission; to authorize the creation and prescribe the functions of local commissions; and to provide remedies for violations of the act.

***The People of the State of Michigan enact:***

### CHAPTER 1. GENERAL PROVISIONS

#### **564.101 Fair housing; short title. [M.S.A. 26.1300(101)]**

Sec.101. This act shall be known and may be cited as the “fair housing act of 1968”.

#### **564.102 Definitions. [M.S.A. 26.1300(102)]**

Sec. 102. As used in this act:

- “Commission” means the civil rights commission established by the constitution of 1963.
- “Commissioner” means a member of the commission.
- “Complaint” means a written statement, given under oath, alleging an unfair housing practice.

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- (d) "Housing accommodation" includes any improved or unimproved real property, or part thereof, which is used or occupied, or is intended, arranged or designed to be used or occupied, as the home or residence of 1 or more individuals.
- (e) "Local commission" means a commission on human relations created by 1 or more political subdivisions.
- (f) "National origin" includes the national origin of an ancestor.
- (g) "Person" includes an individual, association, corporation, joint apprenticeship committee, joint stock company, labor union, legal representative, mutual company, partnership, receiver, trust, trustee, trustee in bankruptcy, unincorporated organization; any other legal or commercial entity, the state or any governmental entity or agency.
- (h) "Political subdivision" means a county, city, village or township.
- (i) "Publicly advertised" means a communication by the owner or lessor or a person at his request relative to an offer of sale, rental or lease of a housing accommodation which may be directly received by the public at large or which is indiscriminate as to the recipient of the communication, whether or not the communication is actually directed to the public at large.
- (j) "Real estate broker or salesman" means a person, whether licensed or not, who for or with the expectation of receiving a consideration, lists, sells, purchases, exchanges, rents or leases real property, or who negotiates or attempts to negotiate any of these activities, or who holds himself out as engaged in these activities, or who negotiates or attempts to negotiate a loan secured or to be secured by mortgage or other encumbrance upon real property, or who is engaged in the business of listing real property in a publication, or a person employed by or acting on behalf of any of these.
- (k) "Real estate transaction" includes the sale, exchange, rental or lease of real property.
- (l) "Real property" includes buildings, structures, real estate, lands, tenements, leaseholds, interests in real estate cooperatives, condominiums and hereditaments, corporeal and incorporeal, or any interest therein.
- (m) "Unfair housing practice" means a practice described in chapter 2.

**564.103 Other civil rights not affected. [M.S.A. 26.1300(103)]**

Sec. 103. Nothing contained in this act shall be construed as preventing the commission from securing other civil rights guaranteed by law or by the Michigan constitution.

**564.104 Unencumbered transfers not prohibited. [M.S.A. 26.1300(104)]**

Sec. 104. Nothing in this act shall prevent the unencumbered transfer of property by sale or rental prior to a complaint being filed with the state commission, local commission or circuit court. The state commission, local commission and the circuit courts shall not seek or issue injunctive relief, prior to a complaint being filed, to prevent the unencumbered transfer of properties by sale or rental.

**564.105 Severability. [M.S.A. 26.1300(105)]**

Sec. 105. If any portion of this act or the application thereof to any person or circumstances shall be found to be invalid by a court, such invalidity shall not affect the remaining portions or application of this act which can be given effect without the invalid portion or application unless such remaining portions are determined by the court to be inoperable.

**CHAPTER 2. UNFAIR HOUSING PRACTICES**

**564.201 Unfair housing practices. [M.S.A. 26.1300(201)]**

Sec. 201. It is an unfair housing practice for an owner, a real estate broker or real estate salesman, or any other person as defined in this act:

- (a) To refuse to negotiate for a real estate transaction with a person because of race, color, religion or national origin.
- (b) To refuse to engage in a real estate transaction with a person because of race, color, religion or national origin.
- (c) To discriminate against a person in the terms, conditions or privileges of a real estate transaction or in the furnishing of facilities or services in connection therewith because of race, color, religion or national origin.
- (d) To refuse to, receive from, or to fail to transmit to, a person, a bonafide offer to engage in a real estate transaction because of race, color, religion or national origin.

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(e) To represent to a person that real property is not available for inspection, sale, rental or lease when in fact it is so available, or to fail to bring a property listing to his attention, or to refuse to permit him to inspect real property, under reasonable conditions, because of race, color, religion or national origin.

(f) To publish or advertise, directly or indirectly, an intent to make a limitation, specification or discrimination based on race, color, religion or national origin.

(g) To use a form of application for a real estate transaction for the purpose of making a limitation, specification or discrimination based on race, color, religion or national origin.

(h) To make a record or inquiry in connection with a prospective real estate transaction which indicates the race, color, religion or national origin of a person.

(i) To offer, solicit, accept, use or retain a listing of real property with the understanding that a person may be discriminated against in a real estate transaction or in the furnishing of facilities or services in connection therewith with respect to race, color, religion or national origin.

**564.202 Unfair housing practices by financial institutions. [M.S.A. 26.1300 (202)]**

Sec. 202. It is an unfair housing practice for a person to whom application is made for financial assistance in connection with a real estate transaction or for the construction, rehabilitation, repair, maintenance or improvement of real property, or a representative of such a person:

(a) To discriminate against the applicant because of race, color, religion or national origin.

(b) To use a form of application for financial assistance or to make or keep a record or inquiry in connection with applications for financial assistance which indicates directly or indirectly, the race, color, religion or national origin of the applicant.

**564.203 Blockbusting prohibited; persistent solicitation. [M.S.A.26.1300 (203)]**

Sec. 203. It is an unfair housing practice for a person, for the purpose of inducing a real estate transaction from which he may benefit financially:

(a) To initiate, instigate or participate in a series of representations, advertisements or contacts within a block, neighborhood or area designed to promote real estate transactions in the block, neighborhood or area based on the implication, directly or indirectly, that changes have occurred or will or may occur in the composition with respect to race, color, religion or national origin of the owners or occupants in the block, neighborhood or area in which the real property is located, or that the changes will or may result in the lowering of property values, or an increase in criminal or antisocial behavior or a decline in the quality of the schools in the block, neighborhood or area in which the real property is located.

(b) To solicit the sale or listing for sale of real property, by telephone, mail or personally, after the property owner has expressly requested the solicitor or the company he represents to cease such solicitation.

**564.204 Retaliation, coercion, interference or obstruction prohibited. [M.S.A. 26.1300 (204)]**

Sec. 204. It is an unfair housing practice:

(a) To retaliate or discriminate against a person because he has opposed an unfair housing practice, or because he has made a charge, filed a complaint, testified, assisted or participated in an investigation, proceeding or hearing under this act.

(b) To coerce a person to engage in an unfair housing practice.

(c) To interfere wilfully with the performance of a duty or the exercise of a power by the commission or one of its members or representatives under this act.

(d) To obstruct or prevent wilfully a person from complying with the provisions of this act or an order issued thereunder.

**564.205 Information permitted. [M.S.A. 26.1300(205)]**

Sec. 205. Nothing in this chapter shall be deemed to prohibit an owner, lender or his agent from requiring that any person who seeks to buy, rent, lease or obtain financial assistance for housing accommodations supply information concerning his personal, family, marital, financial and business status, but not concerning race, color, religion or national origin.

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## CHAPTER 3. EXCLUSIONS

### **564.301 Exclusions. [M.S.A. 26.1300(301)]**

Sec. 301. Section 201 does not apply:

- (a) To the rental of a housing accommodation in a building which contains housing accommodations for not more than 2 families living independently of each other, if the owner or lessor or a member of his family resides in 1 of the housing accommodations.
- (b) To the rental of a room or rooms in a single family dwelling by the owner or lessor if he or a member of his family resides therein.
- (c) To the sale or rental by the owner or lessor of a housing accommodation in a building which contains housing accommodations for not more than 2 families living independently of each other which was not in any manner listed or publicly advertised for sale or rental.
- (d) To the rental of a housing accommodation for not to exceed 12 months by the owner or lessor where it was occupied by him and maintained as his home for at least 3 months immediately preceding occupancy by the tenant and is temporarily vacated while maintaining legal residence.

## CHAPTER 4. ENFORCEMENT BY CIVIL RIGHTS COMMISSION

### **564.401 Complaints, contents; filing; time for filing; copy to respondent. [M.S.A. 26.1300(401)]**

Sec. 401. A person claiming to be aggrieved by an unfair housing practice may file with the commission a written complaint, under oath, stating that an unfair housing practice has been committed, setting forth the facts upon which the complaint is based, and setting forth facts sufficient for the commission to identify the person charged, hereinafter referred to as the respondent. The complaint shall further state that the actions of the complainant were to accomplish or to endeavor to accomplish the real estate transaction cited therein and that the complaint is made in good faith and not for the purpose of harassment or entrapment of the respondent. The commission shall determine if the complaint is made in good faith. The attorney general or the commission on its own initiative may file with the commission a written complaint based upon information and belief alleging that an unfair housing practice has been committed, setting forth the facts upon which the complaint is based and setting forth facts sufficient for the commission to identify the person charged. The complaint shall further state that the complaint is made in good faith and not for the purpose of harassment. In all actions where the attorney general or the commission files a complaint in the circuit court in the county in which the unfair housing practice allegedly occurred, or in which the respondent resides or transacts business the court shall first determine if the complaint is made in good faith. The complaint shall be filed with the commission within 90 days after the alleged unfair housing practice occurred. Amendments as to parties respondent may be made within 180 days after filing the complaint. The commission shall furnish all respondents with a complete copy of the complaint and then shall investigate the allegations of any unfair housing practice in the complaint without delay.

### **564.401a Removal to circuit court, time, fee, order; costs. [M.S.A. 26.1300(401a)]**

Sec. 401a. Within 15 days of receiving the notice of hearing as provided in section 406, the respondent may file with the circuit court for the county in which the complaint is alleged to have taken place a petition for the removal of the proceedings to the circuit court. Upon payment of the required filing fee, the court shall immediately issue an order removing the complaint from the jurisdiction of the civil rights commission. The court shall assume jurisdiction of the proceedings and the civil rights commission shall take no further action in regard to the complaint upon receiving a copy of the court order. The circuit court shall have all the powers and duties in regard to the complaint as are provided in this act to the civil rights commission. The civil rights commission may represent the complainant in the proceedings before the circuit court. Upon a determination by the circuit court that the respondent has not been guilty of an unfair housing practice, the court may order all costs of the proceeding incurred by the respondent to be paid by the complainant.

### **564.402 Court order to produce books and records. [M.S.A. 26.1300(402)]**

Sec. 402. In connection with an investigation of a complaint filed with the commission, the commission may apply to the circuit court for the county in which the unfair housing practice allegedly occurred, or in which the respondent resides or transacts business for an order requiring the respondent to produce books, papers, records, correspondence or other documents relevant to the complaint.

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**564.403 Dismissal orders, copies; reconsideration. [M.S.A. 26.1300(403)]**

Sec. 403. (1) If the commission determines that there are insufficient grounds to believe that the respondent has committed an unfair housing practice, the commission shall issue an order dismissing the complaint and furnish copies of the order to the complainant, the respondent, the attorney general, and such other public officers and persons as the commission deems proper.

(2) The complainant, within 30 days after receiving a copy of an order dismissing the complaint, may file with the commission an application for reconsideration of the order. Upon such application the commission may either reaffirm its dismissal of the complaint or may conduct a hearing to determine if there are sufficient grounds to believe the respondent has committed an unfair housing practice. If the commission determines that there are insufficient grounds to believe that the respondent has committed an unfair housing practice, the commission shall issue an order dismissing the complaint and furnish copies of the order to the complainant, the respondent, the attorney general, and such other public officers and persons as the commission deems proper.

**564.404 Conciliation; procedure; orders, content; confidentiality. [M.S.A. 26.1300 (404)]**

Sec. 404. Unless the commission has issued an order dismissing the complaint pursuant to section 403, the commission or its staff may endeavor to eliminate the alleged unfair housing practice by conference, conciliation and persuasion. If a conciliation agreement is entered into, the commission shall issue an order stating its terms and furnish a copy of the order to the complainant, the respondent and the attorney general. Except for the terms of the conciliation agreement, neither the commission nor any officer or employee thereof shall make public, without the written consent of the complainant and the respondent, information concerning efforts in a particular case to eliminate an unfair housing practice by conference, conciliation or persuasion. No conciliation agreement shall contain any declaration or finding that an unfair housing practice has been committed by the respondent.

**564.405 Temporary relief; duration; immediate disposition; lis pendens. [M.S.A. 26.1300(405)]**

Sec. 405. At any time after a complaint is filed, the commission may file a petition in the circuit court in a county in which the unfair housing practice allegedly occurred, or in a county in which a respondent resides or transacts business, seeking appropriate temporary relief for a period of time not to exceed 30 days against the respondent pending final determination of proceedings under this chapter, including an order or judgment restraining him from doing or procuring any act tending to render ineffectual any order the commission may enter with respect to the complaint. The court may grant such temporary relief or restraining order as it deems just and proper. On motion of the respondent, the complainant or on its own motion the court may hear the case on its merits for immediate disposition. Upon filing the petition the commission shall forthwith file for record a notice of pendency of the action seeking temporary relief. The notice shall be filed with the register of deeds in the manner defined in section 2701 of Act No. 236 of the Public Acts of 1961, being section 600.2701 of the Compiled Laws of 1948.

**564.406 Formal charge and notice of hearing, service; answer, copies; amendments. [M.S.A. 26.1300(406)]**

Sec. 406. (1) Unless the commission has issued an order dismissing the complaint or stating the terms of a conciliation agreement it shall serve on the respondent by registered or certified mail a formal charge, and notice of a hearing before 1 or more commissioners or a hearing examiner at a time and place specified in the notice. A copy of the notice shall be furnished to the complainant, attorney general and any other party to the proceeding. The notice and hearing shall comply with Act No. 197 of the Public Acts of 1952, as amended, being sections 24.101 to 24.110 of the Compiled Laws of 1948, and commission rules.

(2) The respondent may file an answer which need not be under oath with the commission in person or by registered or certified mail in accordance with commission rules. The commission shall furnish a copy of the answer to the complainant and any other party to the proceeding. The commission or the complainant may amend a complaint and the respondent may amend an answer at any time prior to the issuance of an order based on the charge, but no order shall be issued unless the respondent has had the opportunity of a hearing on the charge or amendment on which the order is based.



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**564.407 Hearings, disqualified persons; attorney general; conciliation evidence; parties rights; interveners. [M.S.A. 26.1300(407)]**

Sec. 407. (1) A commissioner or staff member who filed or investigated the complaint or endeavored to eliminate the alleged unfair housing practice by conference, conciliation or persuasion, shall not preside at the hearing or participate in the subsequent deliberations of the commission, but may appear as a witness at the hearing.

(2) The case in support of the complaint shall be presented at the hearing by the attorney general's office. Efforts in a particular case to eliminate an unfair housing practice by conference, conciliation and persuasion shall not be received in evidence.

(3) A respondent shall have the right to appear at the hearing with or without representation, may examine and cross-examine witnesses and the complainant, and may offer evidence. The complainant may intervene, examine and cross-examine witnesses and present evidence. In the discretion of the commission, or if the hearing has begun in the discretion of the hearing examiner, hearing commissioner or commissioners, any party in interest may intervene, examine and cross-examine witnesses and present evidence.

**564.408 Subpoenas, application, contents, vacation or modification; witness fees; refusal to appear. [M.S.A. 26.1300(408)]**

Sec. 408. (1) Upon application to the commission a party to a proceeding may have subpoenas issued for a deposition or a hearing, in the name of the commission, by an individual designated pursuant to its rules, requiring attendance and the giving of testimony by witnesses and the production of documents. A subpoena so issued shall show on its face the name and address of the party at whose request the subpoena was issued. On petition of the individual to whom the subpoena is directed and notice to the requesting party, the commission or an individual designated pursuant to its rules may vacate or modify the subpoena.

(2) A witness whose deposition is taken or who is summoned before the commission or its agents is entitled to the same witness and mileage fees paid to a witness subpoenaed in the circuit court.

(3) If a person fails to comply with a subpoena issued by the commission, the circuit court for the county in which the unfair housing practice allegedly occurred, or in which the respondent resides or transacts business, upon application of the commission or the party requesting the subpoena, may issue an order requiring compliance. In any proceeding brought under this chapter, the court may modify or set aside the subpoena.

**564.409 Burden of proof, measure; testimony, oath, transcription; further hearing. [M.S.A. 26.1300(409)]**

Sec. 409. (1) In a proceeding under this chapter it shall be the burden of the commission staff, or the complainant, to prove by the preponderance of the evidence that an unfair housing practice was committed by the respondent.

(2) Testimony taken at the hearing shall be under oath and transcribed. If the testimony is not taken before the commission, the record shall be transmitted to the commission with recommendations of the hearing examiner or hearing commissioner or commissioners. After the hearing the commission, upon notice to all parties with an opportunity to be heard, may take further evidence or hear argument.

**564.410 Decision of commission; findings of fact; orders. [M.S.A. 26.1300(410)]**

Sec. 410. (1) If the commission determines that the respondent has not committed an unfair housing practice, the commission shall state its findings of fact and issue an order dismissing the charge and complaint. The commission shall furnish a copy of the order to the complainant, the respondent and the attorney general. (2) If the commission determines that the respondent has committed an unfair housing practice, the commission shall state its findings of fact and conclusions of law and issue an order requiring the respondent to cease and desist from the unfair housing practice and issue such appropriate orders as in the judgment of the commission will carry out the purposes of this act.

**564.411 Order to remedy unfair housing practice; contents; civil damages. [M.S.A. 26.1300(411)]**

Sec. 411. Appropriate orders under section 410 to remedy an unfair housing practice of a respondent may include and shall be limited to: (a) Petitioning the circuit court in the county where the unfair housing practice was committed for an order providing for the sale, exchange, lease, rental, assignment or sublease of real property to an individual.

(b) Reporting as to the manner of compliance.

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(c) Making, keeping, producing and reporting upon reasonable commission demand for a maximum period of 1 year such reasonable records as are relevant to assist the commission in determining whether the respondent is complying with the order issued under section 410.

(d) Petitioning the circuit court in the county where the unfair housing practice was committed for an order awarding the payment of economic damages not exceeding \$500.00 to the complainant for an injury caused by the unfair housing practice as shall be determined by the court.

**564.412 Unfair housing practices in course of business; petition to court, for civil fine; multiple acts of discrimination. [M.S.A. 26.1300(412)]**

Sec. 412. (1) If the commission finds that an unfair housing practice was committed in the course of respondent's business of furnishing housing accommodations, real estate brokerage services, or financial assistance in connection with a real estate transaction, the commission may petition the circuit court in the county where the unfair housing practice was committed or where an appeal is taken by a respondent pursuant to section 415 for an order directing the respondent to pay a fine to the state to be deposited in the general fund. After notice and hearing the court may order the respondent to pay a fine in the sum of not more than \$1,000.00 per unfair housing practice, and if the court finds the practice was a violation of a previous order of the commission, the court may order a fine not to exceed the sum of \$2,000.00 per unfair housing practice.

(2) Such fines are civil and not criminal. Multiple acts of discrimination against the same complainant by the same respondent concerning the same property shall constitute a single unfair housing practice. Discrimination against an applicant relative to more than 1 property, which occurs as part of a unified course of dealing with the respondent constitutes a single unfair housing practice. A respondent's discrimination against multiple complainants, all of whom intend to reside together as a single family unit constitutes a single unfair housing practice.

**564.413 Motion for reconsideration by commission; time. [M.S.A. 26.1300 (413)]**

Sec. 413. Within 15 days after receipt of a final order of the commission, following a hearing held pursuant to section 406, a party aggrieved by the order may file a written motion for reconsideration by the commission.

**564.414 Real estate dealer or builder; notice to licensing agency; commission finding not reversible; exception. [M.S.A. 26.1300(414)]**

Sec. 414. In case of a real estate broker, real estate salesman or builder operating under a license issued by the state or a political subdivision or agency thereof, if the commission, upon notice to the respondent with an opportunity to be heard, determines that the respondent has engaged in an unfair housing practice authorized, requested, commanded, performed or knowingly or recklessly permitted by the individual or the board of directors of the respondent or by an officer or executive agent acting within the scope of his employment, the commission shall so certify to the licensing agency. Unless the commission finding of an unfair housing practice is reversed in the course of judicial review, the finding of an unfair housing practice is not reversible by the licensing agency notwithstanding any other provision of law to the contrary.

**564.415 Appeals from commission; stay of proceedings; appeal period. [M.S.A. 26.1300(415)]**

Sec. 415. An appeal from a final order of the commission, including an order dismissing a complaint, shall be taken in the manner provided by section 4 of Act No. 45 of the Public Acts of the Second Extra Session of 1963, being section 37.4 of the Compiled Laws of 1948. Michigan court rules relative to stay of proceedings on appeal shall pertain in regard to the commission's order. If a motion for reconsideration is filed pursuant to section 413, the appeal period shall begin to run from receipt of the commission order determining the motion for reconsideration.

**564.416 Respondent's costs and attorney fees. [M.S.A. 26.1300(416)]**

Sec. 416. If a complaint is dismissed by final order of the commission or a court, the court, in the same or another action, may assess an amount not to exceed actual costs and actual attorney fees against the complainant and in favor of the respondent.

**564.417 Complaints and testimony, perjury. [M.S.A. 26.1300(417)]**

Sec. 417. Complaints and sworn testimony referred to herein are subject to the law of perjury.

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**564.418 Constitutional rights not denied. [M.S.A. 26.1300(418)]**

Sec. 418. Nothing contained in this act shall be construed in such a manner, and no investigation or determination herein prescribed or permitted shall be made in such a manner, so as to deny any person suspected or accused of violating the provisions of this act, or otherwise affected by said provisions, any statutory or constitutional right, guarantee, safeguard, privilege or other prerogative that would exist in a corresponding criminal investigation and proceeding.

**CHAPTER 5. ENFORCEMENT BY DEPARTMENT OF LICENSING AND REGULATION**

**564.501 Revocation of licenses. [M.S.A. 26.1300(501)]**

Sec. 501. If a certification is made pursuant to section 414, the licensing agency may take appropriate action to suspend or revoke the license of the respondent.

**CHAPTER 6. LOCAL COMMISSIONS**

**564.601 Local ordinance, adoption, enforcement. [M.S.A. 26.1300(601)]**

Sec. 601. A political subdivision may adopt and enforce an ordinance prohibiting discrimination in real estate transactions because of race, color, religion or national origin which is not in conflict with the provisions of this act.

**564.602 Local commission, creation. [M.S.A. 26.1300(602)]**

Sec. 602. A political subdivision, or 2 or more political subdivisions acting jointly, may create a local commission to promote the purposes of this act and to secure for all individuals within the jurisdiction of the political subdivision or subdivisions freedom from discrimination in real estate transactions because of race, color, religion or national origin, and may appropriate funds for the expenses of the local commission.

**564.603 Local commission, powers; review of final orders. [M.S.A. 26.1300(603)]**

Sec. 603. (1) A local commission, to the extent authorized by local ordinance, may have all the powers within its geographical jurisdiction which the state commission has under chapter 4. However, neither the state commission nor a local commission shall accept a complaint from a complainant who has previously filed a complaint involving the same transaction with the other agency, or in court pursuant to chapter 7, unless the prior complaint was dismissed on grounds not dispositive of the merits. Records and reports required by a local commission shall conform as nearly as convenient to corresponding records and reports required by the state commission and by federal law. A local commission may issue cease and desist orders only with the written approval of the state commission, upon filing of the transcript of proceedings, the findings of fact and recommendations of the local commission presented to and concurred in by the state commission. If the local commission is authorized to conciliate claims of unfair housing practices but not issue cease and desist orders, nor petition for damages or fines, prior to accepting a claim the local commission shall give written notice to the claimant of the extent of its powers and may file his claim with the state commission.

(2) Proceedings for review or enforcement of a final order of a local commission shall be the same as proceedings for review or enforcement of a final order of the state commission.

**564.604 Jurisdiction, transfer to local commission; report and recommendations. [M.S.A. 26.1300(604)]**

Sec. 604. (1) The state commission, whether or not a complaint has been filed under this act, may transfer jurisdiction of a matter involving discrimination in real estate transactions because of race, color, religion or national origin to a local commission for investigation, study and report, subject to the consent of the local commission and the parties.

(2) The state commission may transfer jurisdiction of a complaint alleging a violation of this act to a local commission for investigation, determination whether there is a reasonable cause to believe that the respondent has committed an unfair housing practice, or assistance in eliminating an unfair housing practice by conference, conciliation or persuasion, subject to the consent of the local commission and the parties.

(3) Upon transfer by the state commission, the local commission shall make a report and may make recommendations to the state commission and take other appropriate action within the scope of its powers.

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**564.605 Jurisdiction, transfer to state commission; judicial transfer. [M.S.A. 26.1300(605)]**

Sec. 605. (1) A local commission may transfer jurisdiction of a matter under its jurisdiction to the state commission, subject to the consent of the state commission.

(2) If the state commission believes there has been excessive delay in deciding a case by a local commission or that the local commission is for any reason unable or unwilling to dispose of a complaint in accordance with the provisions and purposes of this act, the state commission may apply to the circuit court in which the local commission is located for an order transferring jurisdiction over the complaint to the state commission.

**564.606 Construction of chapter. [M.S.A. 26.1300(606)]**

Sec. 606. This chapter shall not be construed to imply the absence of power in a political subdivision to provide criminal sanctions in an ordinance passed pursuant to the police power or other power inherent in the political subdivision.

**CHAPTER 7. PRIVATE CIVIL ACTIONS**

**564.701 Private civil action; time; provisional and final relief, rescission of contract. [M.S.A. 26.1300(701)]**

Sec. 701. (1) A person claiming to be aggrieved by an unfair housing practice, in lieu of filing a written complaint with the state commission or a local commission, may initiate a private civil action in circuit court seeking appropriate injunctive relief for a period of time not to exceed 30 days and damages.

(2) The courts of this state are authorized, through appropriate civil procedures, to give provisional and final relief in such cases. The remedies shall conform insofar as possible to those

stated in sections 410 to 412, except that such courts are not limited to the damages set forth in section 411.

(3) Where real property is the subject of a complaint of an unfair housing practice, the court may cancel, rescind or revoke a contract, deed, lease or other instrument transferring that property to any person who had actual knowledge or record notice of a finding by the state or local commission that an unfair housing practice had occurred with respect to such real property, if such actual knowledge or record notice occurred prior to the transfer of the real estate or the execution of a document creating a legal obligation to make such transfer.

**564.702 Civil act bar to commission action; defense to civil action. [M.S.A. 26.1300(702)]**

Sec. 702. The state commission or a local commission shall not accept a complaint from a complainant who has previously filed a complaint in court involving the same transaction unless the court has previously dismissed the complaint for lack of jurisdiction or improper venue. It is a defense to an original civil action commenced under this chapter that the complainant previously filed a complaint involving the same transaction with the state commission or a local commission, unless such complaint was dismissed on grounds of lack of jurisdiction or improper venue.

**564.703 Jury trial. [M.S.A. 26.1300(703)]**

Sec. 703. No respondent shall be precluded from a trial by jury as a matter of right in any matter covered in this act.

**564.704 Judicial remedies not diminished. [M.S.A. 26.1300(704)]**

Sec. 704. Nothing contained in this act shall be construed to diminish the right of any party to direct and immediate legal or equitable remedies in the courts of this state. Approved June 11, 1968.

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## Teaching with Documents: Founding Documents of the Peace Corps

*Grade Level:* High School

*Primary Subject:* Social Studies, History

The U.S. National Archives & Records Administration

<http://www.archives.gov/education/lessons/peace-corps/>

### Background

The founding of the Peace Corps is one of President John F. Kennedy's most enduring legacies. Yet it got its start in a fortuitous and unexpected moment. Kennedy, arriving late to speak to students at the University of Michigan on October 14, 1960, found himself thronged by a crowd of 10,000 students at 2 o'clock in the morning. Speaking extemporaneously, the presidential candidate challenged American youth to devote a part of their lives to living and working in Asia, Africa, and Latin America. Would students back his effort to form a Peace Corps? Their response was immediate: within weeks students organized a petition drive and gathered 1,000 signatures in support of the idea. Several hundred others pledged to serve. Enthusiastic letters poured into Democratic headquarters. This response was crucial to Kennedy's decision to make the founding of a Peace Corps a priority.

Today if you go to a Peace Corps recruiting office you will see that night commemorated in posters. Since then more than 150,000 citizens of all ages and backgrounds have worked in more than 130 countries throughout the world as volunteers in such fields as health, teaching, agriculture, urban planning, skilled trades, forestry, sanitation, and technology. How did Kennedy transform a campaign pledge into a new agency of the U.S. government? How does the Constitution delineate the legal processes by which a new vision can become a reality? This lesson offers an opportunity to teach students not only about Kennedy and the New Frontier, but also about how our Constitution works.

The origins of the idea for a Peace Corps are numerous and go back long before the Kennedy era. Religious organizations had sent missionaries to remote areas of the world for centuries, not only to preach but to teach trades and build schools. In 1904 the American philosopher William James formulated the idea for a peace army into which young Americans would be drafted in the service of peace rather than war. Since 1917 the American Friends Service Committee has sent Americans to work in refugee camps and to work on community projects. Franklin Roosevelt's Civilian Conservation Corps (1933) put young people to work for their country, and after World War II many private groups like the International Voluntary Service sponsored international work camps.

By 1960 two bills were introduced in Congress that were the direct forerunners of the Peace Corps. Representative Henry S. Reuss of Wisconsin proposed that the government study the idea, and Senator Hubert Humphrey of Minnesota asked for the establishment of a Peace Corps itself. These bills were not likely to pass Congress at the time, but they caught the attention of then-Senator Kennedy for several important reasons.

In contrast to Eisenhower's policy of "dynamic conservatism," which called for the maintenance of existing governmental programs but not the establishment of new ones, Kennedy foresaw a "New Frontier." Inspired by Roosevelt's New Deal, the New Frontier envisioned programs to fight poverty, help cities, and expand governmental benefits to a wide array of Americans. Having won the election of 1960 by a slim majority, Kennedy was only partly successful in pushing his programs through Congress. He revised the minimum wage to cover more workers, increased Social Security benefits, and pushed for the establishment of Medicare. After Kennedy's untimely death, it was left to President Lyndon Johnson to successfully negotiate the passage of new programs such as Medicare through Congress. Johnson's Great Society brought to fruition many of the ideas initiated by Kennedy in the New Frontier.

In foreign affairs Kennedy was also more of an activist than his predecessor. He viewed the presidency as "the vital center of action in our whole scheme of government." Concerned by what was then perceived to be the global threat of communism, Kennedy looked for creative as well as military solutions. He was eager to revitalize our program of economic aid and to counter negative images of the "Ugly American" and Yankee imperialism. He believed that sending idealistic Americans abroad to work at the grass-roots level would spread American goodwill into the Third World and help stem the growth of communism there.

Kennedy lost no time in actualizing his dream for a Peace Corps. Between his election and inauguration he ordered Sargent Shriver, his brother-in-law, to do a feasibility study. Shriver remembered, "We received more letters from people offering to

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work in or to volunteer for the Peace Corps, which did not then exist, than for all other existing agencies.” Within two months of taking office Kennedy issued an executive order establishing the Peace Corps within the State Department, using funds from mutual security appropriations. Shriver, as head of the new agency, assured its success by his fervent idealism and his willingness to improvise and take action. But to have permanency and eventual autonomy, the Peace Corps would have to be approved and funded by Congress. In September 1961, the 87th Congress passed Public Law 87-293 establishing a Peace Corps. By this time, thanks to Kennedy’s executive order and Shriver’s inspired leadership, Peace Corps volunteers were already in the field.

The Peace Corps was not without its critics. Richard Nixon predicted it would become a haven for draft dodgers. To avoid this possibility, service in the Peace Corps provided young men with draft deferment, but not exemption. To allay fears that the Peace Corps would harbor secret agendas or become a tool of the CIA, Peace Corps volunteers are sent only to countries that request their services. Today any citizen at least 18 years old and in good health can apply, but he or she will be automatically disqualified for previous work with an intelligence agency.

President Kennedy felt a special bond with Peace Corps volunteers, and he welcomed them to the White House at every opportunity. They came to be known fondly as “Kennedy’s kids.” In his last State of the Union address Kennedy said, “Nothing carries the spirit of American idealism and expresses our hopes better and more effectively to the far corners of the earth than the Peace Corps.” Today, several thousand Americans every year answer his call to “ask not what your country can do for you--ask what you can do for your country” by serving in the Peace Corps.

### **Standards Correlations**

**This lesson correlates to the National History Standards.**

- Era 9—Postwar United States (1945 to early 1970s)
- Standard 2B—Demonstrate understanding of United States foreign policy in Africa, Asia, the Middle East, and Latin America.
- Standard 3B—Demonstrate understanding of the "New Frontier" and the "Great Society."

**This lesson correlates to the National Standards for Civics and Government.**

- Standard II.B.2.—Evaluate, take, and defend positions on the importance of voluntarism in American society.
- Standard III. B.2.—Evaluate, take, and defend positions on issues regarding major responsibilities of the national government for foreign and domestic policy.
- Standard IV. B.2.—Evaluate, take, and defend positions about how United States foreign policy is made and the means by which it is carried out.
- Standard V.E.4.—Evaluate, take, and defend positions about the functions of leadership in American constitutional democracy.

### **Michigan Social Studies Curriculum Content Standards**

The lesson presents an opportunity to address, in part, these standards:

- 1.22 COMPREHENDING THE PAST: Students will describe the past through the eyes and experiences of those who were there as revealed through their records.
- P4 CITIZEN INVOLVEMENT

### **Constitutional Connection**

This lesson relates to the power of Congress to make laws ( Article I, Sections 7, 8, and 9 ) and the powers of the chief executive to make appointments and execute the laws Article II, Sections 2 and 3 ).

### **Cross-curricular Connections**

Share this exercise with your colleagues in history, government, and language arts.

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## Activities

### Introductory Exercise

1. Ask students to use their textbooks and other classroom resources to identify the important events of John F. Kennedy's presidential campaign and presidency and when they occurred. Compile this information into a timeline on the board.

### Document Analysis

2. Divide the class into groups of three to four students. Provide each group with copies of the four featured documents. Instruct the students to read the executive order and the public law first and add their dates to the timeline on the board. Next, project a transparency with the following questions and ask students to answer them in their groups.

*Why was a Peace Corps established and what were its goals? What can we learn about President Kennedy's style of governing from the documents about the Peace Corps? What powers does Kennedy as president presume to have in the executive order? Does the Constitution provide the chief executive with these powers? Did anyone else need to concur in the executive order? Why would Kennedy have issued it? How was the Peace Corps funded under the executive order? Was it established as a separate entity or under the aegis of an already existing governmental organization? What do the photographs show about when the Peace Corps started to function? Could the Peace Corps have functioned indefinitely under the executive order? What elements in the public law demonstrate the constitutional process by which it was passed? How is the Peace Corps established by the executive order different from the one established by public law? What do the photographs tell us about Kennedy's feeling about the Peace Corps and the public response to the idea?*

Ask one member of each group to share the conclusions reached by the group.

### Reenact the Past

3. According to the Constitution it is the president's job to execute the laws. He or she may do this by delegating authority through the power of appointment. This activity will allow students to experience what it might be like to organize a new government agency -to put the blueprint of the law into practice.

Divide students into small groups. Inform each group that it has been delegated the responsibility of putting the Peace Corps into action. Like Sargent Shriver and his staff, students will need to figure out how to recruit, train, place, and supervise the first Peace Corps volunteers.

Before students begin, brainstorm with the class the types of problems they will have to solve. Ask: Who should be recruited and on what basis? What countries should receive volunteers and why? What potential problems and conflicts might arise either between U.S. governmental agencies (e.g., the Peace Corps and State Department), or between the U.S. government and a country where a volunteer is placed?

Ask each group to present its plans to the entire class. Based on the presentations, ask the class to decide which group presented the most feasible plan.

### Creative Writing

4. Ask pairs of students to invent identities for themselves as family members (e.g., brother/sister, mother/son) living through the years 1962 and 1963. Direct one student to imagine being a Peace Corps volunteer and the other to imagine being a family member in the United States. Instruct students to write letters to each other. In Letter 1 the volunteer will write home about his or her training and placement in a host country. In Letter 2 the family member will react to this letter and reply with news about what is happening in the United States in 1962. In Letter 3 the volunteer will write home about his or her accomplishments and frustrations in the host country. In Letter 4 the family member will respond and describe events in the United States in 1963.
5. Ask students to imagine being a Peace Corps volunteer in one of the featured photographs. Suggest that they have just met President Kennedy and are about to take on their first assignments as volunteers. Direct students to write a diary entry of that never-to-be-forgotten day.

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## Investigate and Compare

6. With your students, call the nearest Peace Corps office or visit the Peace Corps Web site at [www.peacecorps.gov](http://www.peacecorps.gov) to find out what the Peace Corps does today. Arrange to have a former volunteer speak to your class. Join the World Wise Schools Program through which your class can correspond with a volunteer who is currently in the field. After students become familiar with what the Peace Corps does today, lead a class discussion in which students evaluate and compare the original mission of the Peace Corps as expressed in the featured documents with its accomplishments today. Ask: How successful has it been? Which of its three main goals has it met most effectively? Least effectively?

## Evaluate the Historical Record

7. Ask each student to write an essay that defines the term “New Frontier,” describes the ways the Peace Corps exemplified the goals and methods of the New Frontier, and evaluates and ranks the importance of the Peace Corps in Kennedy’s legacy.
8. Ask students to research and compare the structure and accomplishments of VISTA (Volunteers in Service to America) to those of the Peace Corps. VISTA was founded under President Johnson’s “Great Society” and it was modeled on the Peace Corps.

## Establish a Service Organization

9. Divide the class into teams of three to four students. Ask each team to establish their own organization modeled on the Peace Corps concept of people-to-people hands-on help. Remind students that what makes the Peace Corps unique is that it is a government-sponsored volunteer program. Ask students to envision other government-sponsored volunteer programs. Instruct students to write their proposals in the form of a bill to be submitted to Congress. Students can use the public law in this lesson as a model.

Encourage students to submit their bills to a Model Congress if your school participates in one, or to write or e-mail their representatives about their ideas. E-mail addresses for congressional representatives are available from the House of Representatives Web site.

The documents included in this project are from Record Group 11, the General Records of the United States, and from the John F. Kennedy Presidential Library. They are available online through the Archival Research Catalog (ARC) Identifiers:

300010  
194174  
299874  
194180

ARC replaces its prototype, the NARA Archival Information Locator (NAIL). You can still perform a keyword, digitized image and location search. ARC’s advanced functionalities also allow you to search by organization, person, or topic.

ARC is a searchable database that contains information about a wide variety of NARA holdings across the country. You can use ARC to search record descriptions by keywords or topics and retrieve digital copies of selected textual documents, photographs, maps, and sound recordings related to thousands of topics.

Currently, about 20% of NARA’s vast holdings have been described in ARC. 124,000 digital images can be searched in ARC. In keeping with NARA’s Strategic Plan, the percentage of holdings described in ARC will grow continually.

This article was written by Joan Brodsky Schur, a teacher at Village Community School in New York, NY.

## Other Resources

Burner, David. *John F. Kennedy and a New Generation*. Boston: Scott, Foresman & Co., 1988.

Hapgood, David, and Meridan Bennett. *Agents of Change: A Close Look at the Peace Corps*. Boston: Little, Brown and Company, 1968.

Hoopes, Roy. *The Complete Peace Corps Guide, Third Edition*. New York: The Dial Press, 1966.

Luce, Iris, ed. *Letters from the Peace Corps*. Washington, DC: Robert B. Luce, Inc., 1964.

Reeves, T. Zane. *The Politics of the Peace Corps & Vista*. Tuscaloosa: The University of Alabama Press, 1988.



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Schlesinger, Arthur M., Jr. *A Thousand Days: John F. Kennedy in the White House*. Boston: Houghton Mifflin Company, 1965.

Shriver, Sargent. *Point of the Lance*. New York: Harper & Row, Publishers, 1964.

The web site of the John F. Kennedy Presidential Library at <http://www.jfklibrary.org/>

The Web site of the Peace Corps at [www.peacecorps.gov](http://www.peacecorps.gov).

[OurDocuments.gov](http://OurDocuments.gov)

## **The Documents**

### **Executive Order 10924, March 1, 1961**

National Archives and Records Administration

General Records of the United States

Record Group 11

ARC Identifier: 300010

### **President Kennedy Greeting Peace Corps Volunteers, August 28, 1961**

John Fitzgerald Kennedy Library

White House Photographs

Abbie Rowe, Photographer

ARC Identifier: 194174

### **Public Law 87-293, September 22, 1961**

National Archives and Records Administration

General Records of the United States

Record Group 11

ARC Identifier: 299874

### **President Kennedy Greeting Peace Corps Volunteers, August 9, 1962**

John Fitzgerald Kennedy Library

White House Photographs

Abbie Rowe, Photographer

ARC Identifier: 194180

The U.S. National Archives and Records Administration

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## America's Space Program: Exploring a New Frontier

*Grade Level:* Middle School, High School

*Primary Subject:* Social Studies, History

National Park Service

<http://www.nps.gov/history/nr/twhp/wwwlps/lessons/101space/101ABOUT.htm>

### About This Lesson

This lesson is based on National Register of Historic Places registration files for Cape Canaveral Air Force Station in Florida, and for properties located at the John F. Kennedy Space Center in Florida, the George C. Marshall Space Flight Center in Alabama, and the Lyndon B. Johnson Space Center in Texas.<sup>1</sup> It also uses materials prepared by the National Aeronautics and Space Administration (NASA). The lesson was written by Rita G. Koman, an education consultant. It was edited by Fay Metcalf, Marilyn Harper, and the Teaching with Historic Places staff. TwHP is sponsored, in part, by the Cultural Resources Training Initiative and Parks as Classrooms programs of the National Park Service. This lesson is one in a series that brings the important stories of historic places into classrooms across the country.

<sup>1</sup>The individual National Register registration forms include:

*Kennedy Space Center:* "Vehicle Assembly Building," "Launch Control Center," "Headquarters Building," "Operations and Checkout," "Central Instrumentation Facility," "Crawlerway," "Press Site Clock and Flag Pole," "Missile Crawler Transporter Facilities (Crawlers)," and "Launch Complex 39, Pads A and B."

*Marshall Space Flight Center:* "Redstone Test Stand," "Saturn V Dynamic Test Stand," "Propulsion and Structural Test Facility," "Neutral Buoyancy Space Simulator," and "Saturn V Space Vehicle."

*Johnson Space Center:* "Space Environment Simulation Laboratory," and "Apollo Mission Control Center."

### Where it fits into the curriculum

*Topics:* The lesson can be used in American history, social studies, and geography courses in units on the space program, the Cold War and its effects on American society, or interdisciplinary units on science and technology.

Time period: 1960s

This lesson correlates to the National Standards for U.S. History Era 9: Postwar United States (1945 to early 1970s)

- Standard 1C The student understands how postwar science augmented the nation's economic strength, transformed daily life, and influenced the world economy.
- Standard 2A The student understands the international origins and domestic consequences of the Cold War.

### This lesson correlates to the National Standards for Social Studies.

- Theme III: People, Places, and Environment, Standard G The Students describe how people create places that reflect cultural values and ideals as they build neighborhoods, parks, shopping centers, and the like. Michigan Social Studies Curriculum Content Standards
- Theme IV: Individual Development and Identity, Standard C The student describes the ways family, gender, ethnicity, nationality, and institutional affiliations contribute to personal identity.
- Theme V: Individuals, Groups, and Institutions, Standard D The student identifies and analyzes examples of tensions between expressions of individuality and group institutional efforts to promote social conformity.
- Theme VI: Power, Authority, and Governance, Standard A -The student examines persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- Theme VII: Production, Distribution, and Consumption, Standard F The student explains and illustrates how values and beliefs influence different economic decisions.

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## Michigan Social Studies Curriculum Content Standards

The lesson presents an opportunity to address, in part, these standards:

- 1.22 COMPREHENDING THE PAST: Students will describe the past through the eyes and experiences of those who were there as revealed through their records.
- 8.1.2 COLD WAR CONFLICTS: The arms and space race.

### Objectives for students

1. To identify the events that led to the U.S. decision to send a man to the Moon.
2. To examine some of the work necessary to make the Apollo project possible.
3. To describe how widely separated space centers cooperated on the Apollo project.
4. To evaluate arguments for preserving historic sites relating to the space program.
5. To discuss comparable debates about preserving places in their own communities that are associated with recent history.

### Materials for students

The materials listed below either can be used directly on the computer or can be printed out, photocopied, and distributed to students. The maps and images appear twice: in a smaller, low-resolution version with associated questions and alone in a larger version.

1. Two maps showing locations important to the U.S. space program  
<http://www.nps.gov/history/nr/twhp/wwwlps/lessons/101space/101locate1.htm>
2. readings about the Apollo project and its impact  
<http://www.nps.gov/history/nr/twhp/wwwlps/lessons/101space/101facts1.htm>
3. an illustration showing the Mission Control Center in Houston  
<http://www.nps.gov/history/nr/twhp/wwwlps/lessons/101space/101visual2.htm>
4. photographs of the Apollo project and the first manned landing on the Moon  
<http://www.nps.gov/history/nr/twhp/wwwlps/lessons/101space/101visual1.htm>

### Reading: Preparing the Way

The National Aeronautics and Space Administration (NASA) was established on October 1, 1958, a year after the USSR sent *Sputnik*, the first earth satellite, into space. In 1961, after Soviet cosmonaut Yuri Gagarin became the first man in space, the new agency was assigned responsibility for meeting President Kennedy's commitment to put a man on the Moon by the end of the 1960s. Accomplishing the goal under this strict time constraint was an enormous challenge. By 1966, the 10,000 people employed at the space agency in 1960 had grown to 36,000. NASA's annual budget increased from \$500 million in 1960 to a high point of \$5.2 billion in 1965, 5.3 percent of the federal budget for that year. Approximately 50 percent of that amount went directly for human spaceflight; the vast majority of that went directly toward Apollo. The project eventually cost \$24 billion. According to John Noble Wilford, space correspondent for the *New York Times*, Apollo was the "greatest mobilization of men and resources ever undertaken for a peaceful project of science and exploration."<sup>1</sup>

When NASA began operations in October of 1958, it absorbed into it the earlier National Advisory Committee for Aeronautics intact; its 8,000 employees, an annual budget of \$100 million, three major research laboratories--Langley Aeronautical Laboratory, Ames Aeronautical Laboratory, and Lewis Flight Propulsion Laboratory--and two smaller test facilities. It quickly incorporated other organizations into the new agency, notably the space science group of the Naval Research Laboratory in Maryland, the Jet Propulsion Laboratory managed by the California Institute of Technology for the Army, and the Army Ballistic Missile Agency in Huntsville, Alabama.

With the advent of Apollo, the Jet Propulsion Laboratory took over responsibility for developing the necessary guidance and communications technologies and for learning more about the lunar environment. The Marshall Space Flight Center was formed around the Army's ballistic missile team at Redstone Arsenal, which was led by Dr. Wernher von Braun and the other engineers who had developed the first successful rocket, the German V-2. Marshall was responsible for building and testing the rockets to power the spacecraft.

NASA created three new facilities specifically to meet the demands of the lunar landing program. In 1962 the agency built the Manned Spacecraft Center (renamed the Lyndon B. Johnson Space Center in 1973), near Houston, Texas, to design the

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*Apollo* spacecraft and the launch platform for the lunar lander. This center also became the home of NASA's astronauts and the site of mission control. The scientists and engineers in the control room monitored all the details of the moon flight once the rocket was launched. The Launch Operations Center (renamed the John F. Kennedy Space Center in 1963) at Cape Canaveral on Florida's eastern seacoast was greatly enlarged. All of the *Saturn/Apollo* rockets were assembled in Kennedy's huge 36-story Vehicle Assembly Building and fired from Launch Complex 39. Finally, in October 1961, NASA created the Mississippi Test Facility, renamed the John C. Stennis Space Center in 1988. It was here that the *Saturn* rockets were tested. The cost of this expansion was great, more than \$2.2 billion over the decade.

NASA's leaders made an early decision to rely upon outside researchers and technicians to complete the Apollo project. Between 80 and 90 percent of NASA's overall budget in the 1960s went for contracts to purchase goods and services from private industry, research institutions, and universities. Contractor employees working on the program increased more than 10 times, from 36,500 in 1960 to 376,700 in 1965. NASA found that this was both good politics and the best way of getting Apollo done on time. It was also very nearly the only way to harness talent and institutional resources already in existence in the emerging aerospace industry and the country's leading research universities.

More than 500 contractors worked on both large and small aspects of Apollo. For example, the Boeing Company was the prime contractor for the first stage of the *Saturn* rocket, North American Aviation for the second stage, and the Douglas Aircraft Corporation for the third stage. The Rocketdyne Division of North American Aviation was responsible for the rocket engines and International Business Machines for the instruments. These prime contractors, with more than 250 subcontractors, provided millions of parts and components for use in the *Saturn* launch vehicle, all meeting exacting specifications for performance and reliability.

Getting all of these people to work together challenged the men and women responsible for managing the program, whether they worked for the Federal Government, a private industry, or a university. According to Dr. Leonard R. Sayles and Dr. Margaret K. Chandler of the Graduate School of Business at Columbia University, NASA's most significant contribution was "getting an organizationally complex structure, involving a great variety of people doing a great variety of things in many separate locations, to do what you want, when you want it--and while the decision regarding the best route to your objective is still in the process of being made by you and your collaborators."<sup>2</sup>

### Questions for Reading

1. What event led to the creation of NASA? What event contributed to the decision to send an American to the Moon by the end of the 1960s?
2. What evidence indicates that the Cold War affected the American space program? Why do you think the program was sometimes called "the space race?" (Additional information is included in *Setting the Stage*.)
3. How many different kinds of work and workers can you identify from this reading?
4. Why was the work for the Apollo program spread out over so many sites? What do you think the advantages and disadvantages might have been if it had been concentrated in one place? Discuss.
5. Why did the project rely so heavily on private industry, research institutions, and universities? What advantages and disadvantages do you think this might have had over using government employees exclusively?

*Reading 1* was compiled from "Project Apollo: A Retrospective Analysis" web site, History Office, Office of Policy and Plans, National Aeronautics and Space Administration; "Human Space Flight: A Record of Achievement, 1961-1998" web site, History Office, Office of Policy and Plans, National Aeronautics and Space Administration; and from Edward M. Cortright, ed., *Apollo Expeditions to the Moon* (Washington, D.C.: Scientific and Technical Information Office, National Aeronautics and Space Administration, 1975).

<sup>1</sup>John Noble Wilford, "\$24 Billion for Big Push to the Moon," *The New York Times, Special Apollo Supplement, July 17, 1969, 34.*

<sup>2</sup>James E. Webb, "A Perspective on Apollo," in Edward M. Cortright, ed., *Apollo Expeditions to the Moon* (Washington, D.C.: Scientific and Technical Information Office, National Aeronautics and Space Administration, 1975), 17.

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## Warhol's Foxy Lady: Pop Art

*Grade Level:* Middle School, High School

*Primary Subject:* Social Studies, Art

Rock and Roll Hall of Fame

<http://www.rockhall.com/teacher/sti-lesson-24/>

### Rationale

The visual arts are strongly influenced by music and pop art is no exception. The art is reflective of the music. It appears on the album covers and advertisements for concerts. The study of pop art and music allows students to understand connections between the arts while providing a creative way for students to enhance their understanding of the time period.

### Objectives

The student will be able to:

1. paint a mural that represents the psychedelic era and uses styles of pop artists
2. identify characteristics of pop art.
3. identify imagery of the psychedelic era
4. reproduce or create an appropriate lettering style for the psychedelic era.

### Audience

This lesson is appropriate for the middle or high school student. It would work well in an art or humanities class.

### Time Frame

Two weeks, ten 45-minute class periods.

### Materials

Copy of selected art works (slides or prints), selected music, lyrics, CD/tape player, paint (latex, acrylic or tempera), brushes, mixing trays, sponges, tarp, 3 pieces of canvas (tag board or a wall can be substituted for canvas), sink. Please note: a collage can achieve much the same result if there are budget and/or time constraints.

### Michigan Social Studies Curriculum Content Standards

The lesson presents an opportunity to address, in part, these standards:

- 1.22 COMPREHENDING THE PAST: Students will describe the past through the eyes and experiences of those who were there as revealed through their records.
- ARTS EDUCATION, CONTENT STANDARD 4: All students will understand, analyze and describe the arts in their historical, social and cultural contexts.

### Background

Pop art was a visual arts movement of the 1950s and 1960s which took imagery from mass culture. Some artists duplicated beer bottles, soup cans, comic strips, road signs, and similar objects in paintings, collages, and sculptures. Others incorporated the objects themselves into their paintings or sculpture, sometimes in startlingly modified form. Materials of modern technology, such as plastic, urethane foam, and acrylic paint, often figured prominently. One of the most important artistic movements of the 20th century, pop art not only influenced the work of subsequent artists but also had an impact on commercial, graphic and fashion design.

Andy Warhol, the leader of the American pop art movement, made films and had a night club. In his art work, he used a printmaking technique which emphasized repetition. His art was detached and different from what people were used to seeing in art. He was indifferent to art traditions, which made his work controversial. His art dehumanizes the person by packaging, an impersonal technique.

Roy Lichtenstein created a comic strip imagery. He used a flat modeled color with a dot technique, which is very mechanical. He copied cheap color printing techniques, yet he painted them. He appeals to characteristics that are anti-aesthetic and emotionless.

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James Rosenquist originally was a billboard painter and used a collage technique in his very large paintings. He creates a juxtaposition of fragmented forms.

Claus Oldenberg is a sculptor. His soft sculptures deny a sensual response from the viewer. He creates a synthetic ugliness with inappropriate materials and aggression of size.

## Procedures

### Days One and Two

1. **Introduce pop art and some of its characteristics. Then show Richard Hamilton's *Just What Is It That Makes Today's Homes So Different, So Appealing?* and play "I Am the Walrus" by the Beatles. Have students discover all the different items within the collage. What could this be an advertisement for? Give student the lyrics to "I Am the Walrus." Have them find a connection between the two. Answers will vary—references to popular culture, mixing many different images, things put together without an apparent connection, etc.**
2. Show Andy Warhol's Marilyn Monroe, play Jimi Hendrix's "Foxy Lady" and then The Doors "Twentieth Century Fox." Give students the lyrics. How does the music relate to the artwork? How does Warhol portray Marilyn? Show additional Marilyn pieces by Warhol, such as *Marilyn Monroe's Lips*. Discuss Warhol's background.
3. Show other work by Warhol (*32 Campbell Soup Cans*, *Brillo Box*, *Elvis*). How are these pieces similar? (repetition, dehumanization, packaging, etc.)
4. Show James Rosenquist's *F-111* and *I Love You With My Ford*. What items are within these collage paintings? How are they different from Richard Hamilton's piece? How does it make you feel?
5. Show artwork by Lichtenstein (*Drowning Girl*, *Little Big Painting*, *Hopeless*, and *Whaam*). Discuss his comic style technique.
6. Show art work by Claus Oldenburg (*Soft Giant Drum Set*, *Study for Giant Chocolate*, *Two Hamburgers*, *Hamburger*, *Popsicle*, & *Price*). How does three dimensional art work fit into the realm of pop art? Why would Oldenburg use food? Do you want to eat it? Does it make you hungry?

### Day Three (or more if you are not visiting the Museum)

7. Visit the Rock and Roll Hall of Fame and Museum's *I Want To Take You Higher: The Psychedelic Era 1965-1969* exhibit. If you cannot visit the Museum, have students research sources for psychedelic imagery in the library, magazines, internet, etc.

### Days Four through Nine

8. After the research period, have a discussion about shared characteristics of pop art, the music selected, and the psychedelic era. (both movements rejected traditional values although in different ways; both have optimistic feel; etc.) Discuss any differences students may discover.

Have the class brainstorm ideas, words, pictorial images that represent the psychedelic era and compile a list. Have the group agree on one main image that they will use for their mural. Draw (who the teacher?) image so that part of it is on each of the three sections of canvas. Separate the class into three groups. Each group will be responsible for one panel of the mural. The three panels will hang together when finished. Each group creates a pre-sketch for their panel. The sketch should include images and lettering reflective of the time period. The sketch is then transferred onto the canvas and painting begins. During the student production time play the rest of the CD from each of the groups (or the tape that is provided) that were used during the pop art presentation. Allow ample time for clean up each day.

### Day Ten

9. Have a class critique. Students should discuss the positive connection between the three panels. How well does the mural represent the time period? the music? the characteristics of pop art? Students should then complete a reflective writing piece about their role in the mural as well as how the mural reflects the psychedelic era and what aspects of the era the mural does not address.
10. Display the mural within your school.

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## Evaluation

The completed mural is the evaluation for this unit. The mural should be based on the following criteria:

1. Is the color reflective of the time period?
2. Has an appropriate lettering style been incorporated into the mural?
3. Is the entire surface painted?
4. Did all students paint?
5. Are the images reflective of the time period?

## Selected Recordings

“I Am the Walrus” recorded by The Beatles (Magical Mystery Tour, EMI Records Ltd., 1967), lyrics and music by John Lennon and Paul McCartney.

“Foxy Lady” recorded by Jimi Hendrix (Are You Experienced, A Yameta Production, 1967), lyrics and music by Jimi Hendrix.

“Twentieth Century Fox” recorded by The Doors (The Doors, Electra Records, 1967), lyrics and music by The Doors.

“Eiffel Tower High” recorded by Husker Du (Candle Apple Crey, Warner Bros. Records, Inc., 1986), lyrics by Bob Mould, music by Bo Mould and Grant Hart.

## Enrichment/Additional Resources

After listening to “I Am the Walrus” play Husker Du’s “Eiffel Tower High.” Have students find a connection between the two works. Answers may vary—repetition, references to popular culture, non-traditional sequencing, Eiffel Tower, etc.

Have students find contemporary music that idolizes or popularizes women based on appearance.

When showing additional work by Andy Warhol, play The Velvet Underground. He designed the album cover. The Dead Milkmen’s Smokin’ Banana Peels has a parody of that cover and in the liver notes you will find a 10th-grade essay on “Smoking Banana Peels.”

Lucie-Smith, Edward. *Movements in Art Since 1945*. London: Thames and Hudson, 1984.

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## Make a 1960s Album Cover

*Grade Level:* Middle School, High School

*Primary Subject:* Social Studies, History

Michigan Historical Center, Department of Histories, Art & Libraries

[http://www.michigan.gov/hal/0,1607,7-160-17451\\_18670\\_18793-53749--,00.html](http://www.michigan.gov/hal/0,1607,7-160-17451_18670_18793-53749--,00.html)

### Background Notes

Some music of the 1960s was a social commentary and vehicle for social change. Other music celebrated life, the beach, hot rods or told a story. The music reflected the diversity of American culture. People attended live concerts, indoors and out, listened to the radio, and played records—both 45s and LP albums.

The diversity of the music during the decade can be seen in the names of some of its most popular performers: Pat Boone, The Beach Boys, Ricky Nelson, the Beatles, the Rolling Stones, the Who, Herman's Hermits, Simon and Garfunkel, Joan Baez, Bob Dylan, the Grateful Dead, the Jefferson Airplane, Janis Joplin, Jimi Hendrix, Elvis Presley, Smokey Robinson and the Miracles, the Marvelettes, the Supremes, Stevie Wonder, the Temptations, the Four Tops, Diana Ross and the Jackson Five.

Have students listen to a variety of music from the 1960s, then ask each student to select one song for which to create an album cover.

### Objectives

- Students will listen to a variety of music from the 1960s which will give them a feeling for the diversity of the sounds of the times.
- Students will create images based on the musical sounds and words from the music.
- Students will create liner notes by writing about one particular musician or group of musicians and the kind of music they wrote.
- Students will explore marketing issues. What would attract people to buy the record? What makes people buy the record? Is it the cover? the music itself? the name of the musician?

### Michigan Social Studies Curriculum Content Standards

The lesson presents an opportunity to address, in part, these standards:

- 1.22 COMPREHENDING THE PAST: Students will describe the past through the eyes and experiences of those who were there as revealed through their records.
- 4.2 BUSINESS CHOICES: Students will explain and demonstrate how businesses confront scarcity and choice when organizing, producing, and using resources, and when supplying the marketplace.

### Materials Needed

Records from the 1960s, a record player (or 1960s songs on CD and player), "Golden Oldies," paper, chalk, crayons, paint, colored pencils

### Directions

1. Before you play the music, share some of the information on the back album cover of the albums with the students so they can learn more about the music and performers.
2. Have students listen to the 1960s music and think the songs and the messages.
3. Discuss the music based on "Questions for Discussion or Research."
4. Have students each design an album cover on paper pre-cut to the size of an LP album cover (12" x 12") and write their own liner notes for the back of the cover.



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## Questions for Discussion or Research

1. Compare the messages of the 1960s songs you heard. How do they reflect the decade? To which aspects of the decade do each song's lyrics speak?
2. Can you describe the past through the eyes and experiences of the 1960s musicians as revealed through their music?
3. What would you want to convey on a cover of a 60s record you are selling?
4. What do you want to say about the music? The musician?
5. What audience are you trying to attract to buy this record?
6. How do think record producers plan for a market that might or might not choose to buy a particular album?

## Vocabulary

- **LP:** Long-playing, a phonograph record having microgrooves, for playing at 33-1/3 revolutions per minute (rpm).
- **45:** A small phonograph record having microgrooves for playing at 45 revolutions per minute (rpm).
- **Liner Notes:** Information about the music or performers printed on the back of the cover or jacket of a record, cassette or CD.

## References

- All-Music Guide, A searchable online database of recorded music (Matrix Software, Big Rapids, Michigan)
- "Any Old Way You Choose It": Popular Music as an Introduction to American Studies, essay by Professor Daniel Czitrom
- Bianco, David. *Heat Wave: The Motown Fact Book*. Ann Arbor, MI: Pierian Press, 1988.
- Carawan, Guy. *Sing for Freedom: The Story of the Civil Rights Movement Through Its Songs*. Bethelam, PA: Sing Out Corp., 1990. (Originally published by Oak Publications as two volumes: *We Shall Overcome*, © 1963, and *Freedom Is a Constant Struggle*, © 1968.
- Stambler, Irwin, and Grelun Landon. *Encyclopedia of Folk, Country and Western Music*. NY: St. Martins Press, 1969.
- Waller, Don. *The Motown Story*. NY: Charles Scribner, 1985.
- Ward, Ed, Geoffrey Stokes, and Ken Tucker. *Rock of Ages: The Rolling Stone History of Rock & Roll*. NY: Rolling Stone Press/Summit Books, 1986.

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## Beatlemania

*Grade Level:* Middle School, High School

*Primary Subject:* Social Studies, History

<http://www.teachervision.fen.com/musicians/printable/46217.html>

Their first hit, “Love Me Do,” reached only number seventeen on British music charts in 1962, but their powerful “beat” and distinctive haircuts helped them stand out from other groups. With the release of “She Loves You” in 1963, the Beatles began a string of major hits. After an appearance on American television in 1964, they enjoyed phenomenal success. At one point, they held the top five spots on U.S. charts—a feat that has yet to be repeated. Quite possibly, the Beatles are the greatest musical group in history.

Just how did four boys from Liverpool make it so big? Their story began in 1957 when John Lennon invited fifteen-year-old Paul McCartney to join his group, the Quarrymen. Guitarist George Harrison had joined the group by August 1961, as well as drummer Pete Best. In 1962 Best was replaced by Ringo Starr. After record store owner Brian Epstein became their manager, they signed with a recording company. It was not long before the Beatles became England’s biggest-ever idols. Their live performances were accompanied by unprecedented hordes of screaming fans. After their February 1964 appearance on *The Ed Sullivan Show*, “the Fab Four,” as they were sometimes called, became transatlantic chart-toppers. While their first albums had combined pop-soul songs with some of Lennon’s and McCartney’s original compositions, later albums reflected the whole group’s efforts. They even wrote scores for their own films. *Help!* and *A Hard Day’s Night* depicted their lives and the hysteria that followed them. In 1966 the Beatles gave up touring to concentrate on studio work. The resulting *Revolver* album has been regarded by many as their finest work, but the most innovative was *Sergeant Pepper’s Lonely Hearts Club Band*. Released in 1967, the album was an eclectic mix of styles, combining psychedelia with symphonic sounds. More changes were in the future as the Beatles explored Eastern religion with the Maharishi Mahesh Yogi. After their manager died, they set up their own record company and released “Hey, Jude,” their best-selling single. Other albums and a third movie, *Yellow Submarine*, followed, but in 1970 the Beatles broke up their partnership. Ten years later, John Lennon was fatally wounded outside of his New York City apartment building, denying forever a possible, much-rumored reunion.

### Activities

**Response** Write this quote on the board: “The Beatles were, quite simply, phenomenal.

They changed lives, they changed pop music, they changed the world.” Ask the students to write a response to this quote.

**Investigate** Find out more about the three Beatles, Paul, George and Ringo. What paths have their careers followed?

### Michigan Social Studies Curriculum Content Standards

The lesson presents an opportunity to address, in part, these standards:

- 1.22 COMPREHENDING THE PAST: Students will describe the past through the eyes and experiences of those who were there as revealed through their records.

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## Women's Liberation: Betty Friedan

*Grade Level:* Middle School, High School

*Primary Subject:* Social Studies, History

<http://www.teachervision.fen.com/womens-rights/printable/46209.html>

In the years leading up to the 1960s, the role of women in American society was that of the traditional housewife and stay-at-home mother. Several television programs reflected these views. *I Love Lucy*, *Ozzie and Harriet*, and *Leave It to Beaver*, for example, depicted happy households where Mom was content to take care of her family. Writer Betty Friedan questioned this traditionalist view of women, and during the early sixties she investigated women's true feelings. Friedan found that many of them were unhappy and dissatisfied with the limitations of being housewives. As these women began seeking ways to change their lives, the women's liberation movement gathered momentum. Born Betty Goldstein in Peoria, Illinois, to a wealthy family, she was a bright, outgoing child. After graduating from high school as valedictorian she went on to study psychology at Smith College. There she became editor of the college newspaper. This experience helped her in her job as a labor journalist. However, it did not prepare her for the discrimination she and other women faced in the work force. Her marriage and motherhood only reinforced the limited roles available to women in the sixties. Then she was asked to conduct a poll of her college classmates about their life experiences. Friedan was amazed to find that the 200 women who responded were as dissatisfied with their places in society as she was. Friedan wrote an article about her survey results, but no magazine would publish it. One publisher, however, was interested in a book. After five years of interviews and researching, *The Feminine Mystique* was published in 1963. Enormously popular, the book pointed out that American females received educations that opened their minds yet left them facing closed doors to all but a few career choices. As more and more women were drawn to feminism, Friedan founded a group in 1966 called NOW, the National Organization of Women. NOW worked to achieve equal rights for women and is still an active force in society and politics. Betty Friedan served as its president until 1970 and today continues to promote women's equality.

### Michigan Social Studies Curriculum Content Standards

The lesson presents an opportunity to address, in part, these standards:

- 1.22 COMPREHENDING THE PAST: Students will describe the past through the eyes and experiences of those who were there as revealed through their records.
- 8.3.3 WOMEN'S RIGHTS: Students will analyze the causes and course of the women's rights movement in the 1960s and 1970s.

### Activity

**Discussion** Conduct a class discussion about women's roles in society today. Do women have equal rights? Are they paid the same as men for equal work? Are the same career opportunities available to women as to men?

**The Problem** In *The Feminine Mystique*, Betty Friedan called it "the problem that has no name." Ask students to identify and discuss the problem. Does it still exist?

**Excerpts** Read excerpts from *The Feminine Mystique* aloud to students. Discuss the content with the class.

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## PART V: WEBSITES & OTHER RESOURCES

### **Lorenzo Cultural Center Exhibit Information**

#### **A Dream Achieved**

This exhibit from the NASA Glenn Research Center highlights two of the missions (11 and the ill-fated 13) of the Apollo program, which many feel stands as mankind's greatest technological achievement.

#### **Bobby, Martin & John: Once Upon an American Dream**

Selection of fine art photography from the archives of former *LOOK* Magazine photographer Stanley Tretick that documents the courage of Dr. Martin Luther King, Jr., John F. Kennedy and Robert F. Kennedy.

#### **Ferry Cross the Mersey: The British Invasion**

A traveling exhibit from the Rock and Roll Hall of Fame consists of onstage and behind the scenes glimpses of some of the British Invasion acts of the early 1960s through 22 framed photos from the archives of *16*, a music-oriented magazine for teens in the Sixties and Seventies.

#### **Michigan Moving Wall**

A memorial to the men and women from Michigan who lost their lives in the Vietnam War displaying the names of more than 2,600 veterans who were killed in action. It is maintained by the Vietnam Veterans of Michigan, Chapter 154.

#### **Oh Freedom Over Me**

A multimedia exhibition from Duke University's Center for Documentary Studies marking the 40th anniversary of Freedom Summer campaign of 1964 and showcasing photographs by the members of the Southern Democracy Project: Matt Herron, George Balli and David Prince.

#### **Technicolor Dreaming:**

#### **Psychedelic Posters from the Rock and Roll Hall of Fame and Museum**

More than 30 posters illustrating the rise of a new visual style influenced by the pop art and the counterculture movements of the mid 1960s.

#### **Viola Liuzzo: An Exemplary Woman in Extraordinary Times**

From the Michigan Women's Historical Center, this retrospective honors Viola Liuzzo, a civil rights worker from Detroit who was murdered by members of the Klu Klux Klan following the march to Montgomery in 1965.

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## MUSEUMS & EXHIBITS

### Art Visions Exhibitions

9609 Carousel Center North  
Boca Raton, FL 33434  
561-883-2145  
[www.artvisionexhibitions.com/OnceUponAnAmericanDream.html](http://www.artvisionexhibitions.com/OnceUponAnAmericanDream.html)

### Detroit Historical Museum

5401 Woodward Avenue  
Detroit, Michigan 48202  
313-833-7935  
[www.detroithistorical.org](http://www.detroithistorical.org)

### Duke University's Center for Documentary Studies

1317 West Pettigrew Street  
Durham, NC 27705  
919-660-3663  
<http://cds.aas.duke.edu/>

### Michigan Historical Museum

702 West Kalamazoo Street  
Lansing, MI 48909  
517-241-2236  
[www.michigan.gov/hal](http://www.michigan.gov/hal)

### Michigan Women's Historical Center and Hall of Fame

213 West Main Street  
Lansing, MI 48933  
571-484-1880  
[www.michiganwomenshalloffame.org](http://www.michiganwomenshalloffame.org)

### NASA Glenn Research Center

2100 Bookpark Road  
Cleveland, OH 44135  
216-433-4000  
<http://www.nasa.gov/centers/glenn/home/index.html>

### The Center for Documentary Studies at

Duke University  
1317 W. Pettigrew Street  
Durham, NC 27705  
919-660-3663  
<http://cds.aas.duke.edu/exhibits/travelingfreedom.html#freedom>

### The Rock and Roll Hall of Fame and Museum

1100 Rock and Roll Boulevard  
Cleveland, Ohio 44114  
216-781-7625  
[www.rockhall.com](http://www.rockhall.com)

### Vietnam Veterans of Michigan, Chapter 154

16945 Twelve Mile Road  
Roseville, MI 48066  
586-776-9810  
<http://www.vva154.com/movingwall.htm>

## OTHER LOCAL RESOURCES

### Charles H. Wright Museum of African American History

315 East Warren Avenue  
Detroit, MI 48201  
313-494-5800  
<http://www.maah-detroit.org>

### The Henry Ford Museum

20900 Oakwood Boulevard  
Dearborn, MI 48124  
313-982-6001  
<http://www.hfmgv.org/museum>

### Motown Historical Museum

2648 West Grand Boulevard  
Detroit, MI 48208  
313-875-2264  
[www.motownmuseum.com](http://www.motownmuseum.com)

## WEBSITES

### The Detroit Riots of 1967, Rutgers University

[http://www.67riots.rutgers.edu/d\\_index.htm](http://www.67riots.rutgers.edu/d_index.htm)

### *The Feminist Chronicles*

<http://feminist.org/research/chronicles/chronicl.html>

### The Martin Luther King, Jr. Research & Education Center

<http://mlk-kpp01.stanford.edu>

### Museum of the Moving Image, Presidential Campaign Commercials

[www.livingroomcandidate.org](http://www.livingroomcandidate.org)

### NASA—The Apollo Program

[http://www.nasa.gov/mission\\_pages/apollo](http://www.nasa.gov/mission_pages/apollo)

### An Interactive Journey Through NASA's History

<http://www.nasa.gov/externalflash/50th/index.html>

### PBS, *Eyes on the Prize*:

*America's Civil Rights Movement 1954–1988*

[www.pbs.org/wgbh/amex/eyesontheprize](http://www.pbs.org/wgbh/amex/eyesontheprize)

### *The Sixties Project*

[http://www2.iath.virginia.edu/sixties/HTML\\_docs/Sixties.html](http://www2.iath.virginia.edu/sixties/HTML_docs/Sixties.html)

### The Vietnam Veterans Memorial Wall Page

<http://thewall-usa.com>

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## PART VI: SUGGESTED READING LIST

**20th Century Retail in Downtown Detroit**/Michael Hauser. Arcadia Pub, 2008.  
[www.arcadiapublishing.com](http://www.arcadiapublishing.com)

- Speaking March 4 at 1:00pm and March 22 at 2:00pm

**All Our Yesterdays**/Arthur Woodford. Detroit: Wayne State University Press, 1969.  
[www.wsupress.wayne.edu](http://www.wsupress.wayne.edu)

- Speaking March 13 at 11:00am and 1:00pm

**Antiwarriors: The Vietnam War and the Battle for America's Hearts and Minds**/Melvin Small. Wilmington, Del.: Scholarly Resources, 2002.  
[http://isbndb.com/d/publisher/scholarly\\_resources.html](http://isbndb.com/d/publisher/scholarly_resources.html)

- Speaking March 25 at 11:00am

**Assassination Science: Experts Speak Out on the Death of JFK**/edited by James Fetzer. Chicago: Catfeet Press, 1998.

- Speaking April 22 at 11:00am and 1:00pm

**Australia From Space**/Story Musgrave, design by Anne and Lance Lenahan. Lannistoria, 2004.  
[www.atlasbooks.com](http://www.atlasbooks.com)

- Speaking March 29 at 2:00pm

**Boom! Talking About the Sixties: What Happened, How it Shaped Today, Lessons for Tomorrow**/Tom Brokaw. New York: Random House, 2007.  
[www.randomhouse.com](http://www.randomhouse.com)

**Counselor: A Life at the Edge of History**/Ted Sorensen. New York: Harper, 2008.  
[www.harpercollins.com](http://www.harpercollins.com)

- Speaking March 26 at 7:00pm

**Dancing In the Street: Motown and the Cultural Politics of Detroit**/Suzanne E. Smith. Harvard Univ. Pr., 2001.  
[www.hup.harvard.edu/](http://www.hup.harvard.edu/)

**Defining Visions**/Mary Ann Watson. Malden, MA: Blackwell Pub., 2008.  
[www.wiley.com](http://www.wiley.com)

- Speaking April 30 at 11:00am and 1:00pm

**A Different Image: The Legacy of Broadside Press**/edited by Gloria House, Albert M. Ward, and Rosemary Weatherston. Detroit: University of Detroit Mercy Press: Broadside Press, 2004.  
[www.broadsidepress.org](http://www.broadsidepress.org)

- Speaking May 8 at 11:00 am and 1:00pm

**An Easy Burden: The Civil Rights Movement and the Transformation of America**/Andrew Young. New York: HarperCollins Publishers, 1996.  
[www.harpercollins.com](http://www.harpercollins.com)

- Speaking March 5 at 7:00pm

**The Feminine Mystique**/Betty Friedan. New York: Norton, [1964] 2001.  
[www.wwnorton.com](http://www.wwnorton.com)

**The Great Zapruder Film Hoax: Deceit and Deception in the Death of JFK**/James Fetzer. Chicago: Catfeet Press, 2003.

- Speaking April 22 at 11:00am and 1:00pm

**Grit, Noise and Revolution**/David Carson. Ann Arbor: University of Michigan Press, 2005.

[www.press.umich.edu](http://www.press.umich.edu)

- Speaking March 14 at 1:00pm

**Guitar Army: Rock and Revolution with The MC5 and the White Panther Party**/John Sinclair and Michael Simmons. Los Angeles: Process, 2007.  
[www.human-nature.com/process-press](http://www.human-nature.com/process-press)

- Speaking March 7 at 1:00pm

**Honor Bound: American Prisoners of War in Southeast Asia, 1961–1973**/Stuart A. Rochester and Frederick T. Kiley. Annapolis: Naval Institute Press, 1999.  
[www.usni.org/naulinstitute/press/index.asp](http://www.usni.org/naulinstitute/press/index.asp)

**I Have A Dream: Writings and Speeches that Changed the World**/Martin Luther King, Jr.; edited by James M. Washington with a forward by Coretta Scott King. San Francisco,; HarperSanFrancisco, 1992.  
[www.harpercollins.com](http://www.harpercollins.com)

**It Was All Right: Mitch Ryder's Life in Music**/James A. Mitchell. Detroit: Wayne State University Press, 2008.  
[www.wsupress.wayne.edu](http://www.wsupress.wayne.edu)

- Mitch Ryder performing at MCPA on April 30 at 7:30pm

**Lyndon Johnson & the American Dream**/Doris Kearns Goodwin. New York: St. Martin's Press, 1991.  
<http://us.macmillan.com/SMP.aspx>

**Motor City Rock & Roll: The 1960s and 1970s**/Bob Harris and J. Douglas Peters. Charleston: Arcadia Pub., 2008.  
[www.arcadiapublishing.com](http://www.arcadiapublishing.com)

- Speaking March 11 at 1:00pm

**Moving Beyond Words: Age, Rage, Sex, Power, Money, Muscles: Breaking the Boundries of Gender**/Gloria Steinem. New York: Simon & Schuster, 1994.  
[www.simonandschuster.com](http://www.simonandschuster.com)

- Speaking April 16 at 7:00pm

**Murder in Dealey Plaza: What We Know Now that We Didn't Know Then**/James Fetzer. Chicago: Catfeet Press ; Emeryville, Calif.: Distributed by Publishers Group West, 2000.  
[www.pgw.com/home](http://www.pgw.com/home)

- Speaking April 22 at 11:00am and 1:00pm

**MusicHound Essential Album Guide Series**/Gary Graff. Detroit: Visible Ink Press.  
[www.visibleink.com](http://www.visibleink.com)

- Speaking March 6 at 11:00am

**Outrageous Acts and Everyday Rebellions**/Gloria Steinem. New York: H. Holt, 1995.  
<http://us.macmillan.com/HenryHolt.aspx>

- Speaking April 16 at 7:00pm

**The Pipe Dreamers**/Sandra Gurvis. Chicago: Olmstead Press, 2001.  

- Speaking May 14 at 11:00am and 1:00pm

**Revolution from Within: A Book of Self-Esteem** /Gloria Steinem. Boston: Little, Brown and Co., 1992.  

- Speaking April 16 at 7:00pm

**Rocking down the Dial**/David Carson. Troy, Mich.: Momentum Books, 2000.  
[www.momentumbooks.com](http://www.momentumbooks.com)  

- Speaking March 14 at 1:00pm

**This is Detroit**/Arthur Woodford. Detroit: Wayne State University Press, 2001.  
[www.wsupress.wayne.edu](http://www.wsupress.wayne.edu)  

- Speaking March 13 at 11:00am and 1:00pm

**Vietnam and the United States: Origins and Legacy of War**/Gary R. Hess. Boston: Twaynes Publishers, 1990.  
[http://isbndb.com/d/publisher/twayne\\_publishers.html](http://isbndb.com/d/publisher/twayne_publishers.html)

- Speaking March 29 at 2:00pm

**Vietnam: Explaining America's Lost War (Contesting the Past)**/Gary R. Hess. Malden, MA ; Oxford: Blackwell Pub., 2009.  
[www.wiley.com](http://www.wiley.com)

- Speaking March 29 at 2:00pm

**Vietnam: A History**/Stanley Karnow. New York: Penguin Books, 1997.  
[www.penguin.com](http://www.penguin.com)  

- Speaking May 7 at 7:00pm

**A Way Out of No Way: The Spiritual Memoirs of Andrew Young**/Andrew Young. Nashville: T. Nelson Publishers, 1994.  

- Speaking March 5 at 7:00pm

**Where Have all the Flower Children Gone?**/Sandra Gurvis. Jackson: University Press of Mississippi, 2006.  
[www.upress.state.ms.us](http://www.upress.state.ms.us)  

- Speaking May 14 at 11:00am and 1:00pm

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